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1912/13

GEORGIA NORMAL

AND

**INDUSTRIAL
COLLEGE**

MILLEDGEVILLE, GEORGIA

1 1917


**GEORGIA'S
STATE COLLEGE
FOR WOMEN**

Georgia State College for Women

FROM

**M. M. PARKS, President,
Georgia Normal & Industrial College,
MILLEDGEVILLE, GEORGIA.**

JUNE, 1913



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ANNEX TO MANSION

THE EXECUTIVE MANSION, ERECTED 1838. THE RESIDENCE OF THE GOVERNORS OF GEORGIA, 1838 TO 1868.

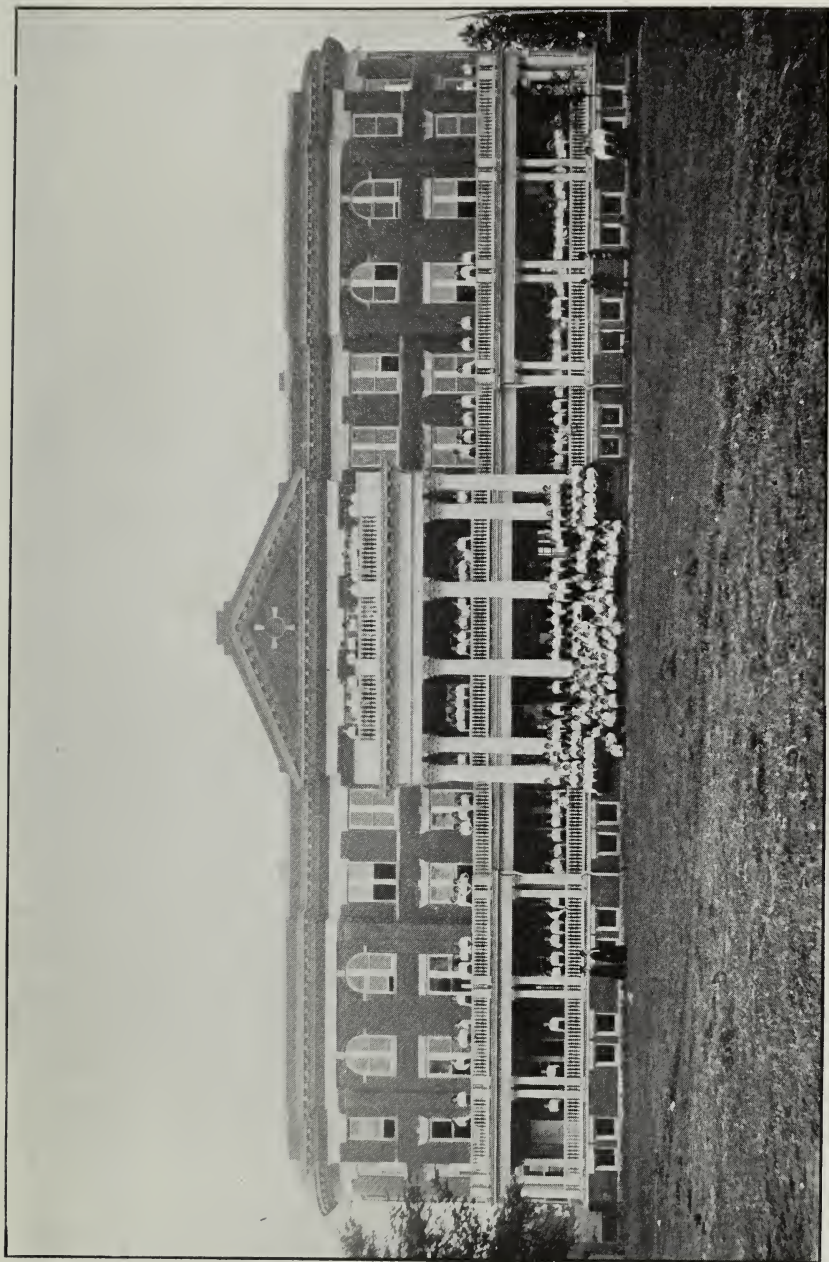


GENERAL VIEW

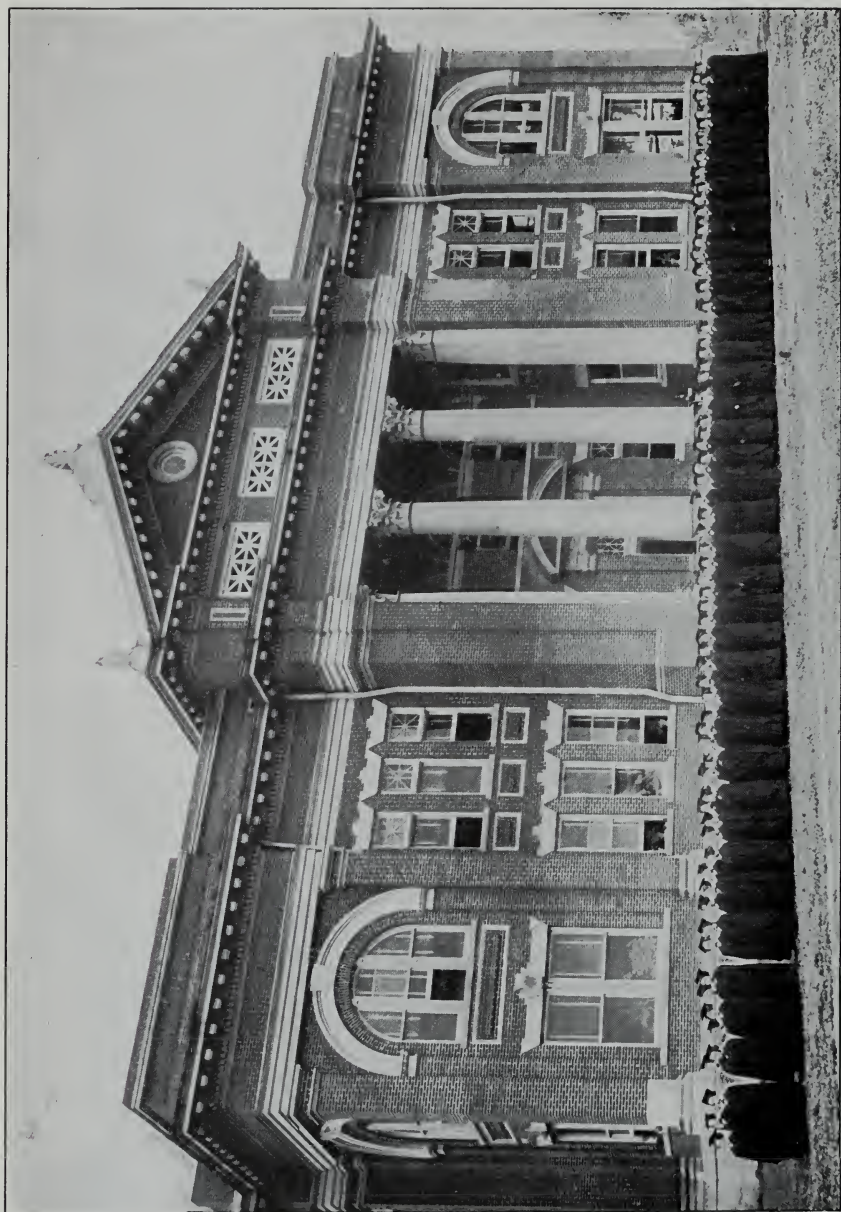
Chappell Hall (in distance), Auditorium (with tower), Science Hall, Atkinson Hall and Lamar Hall



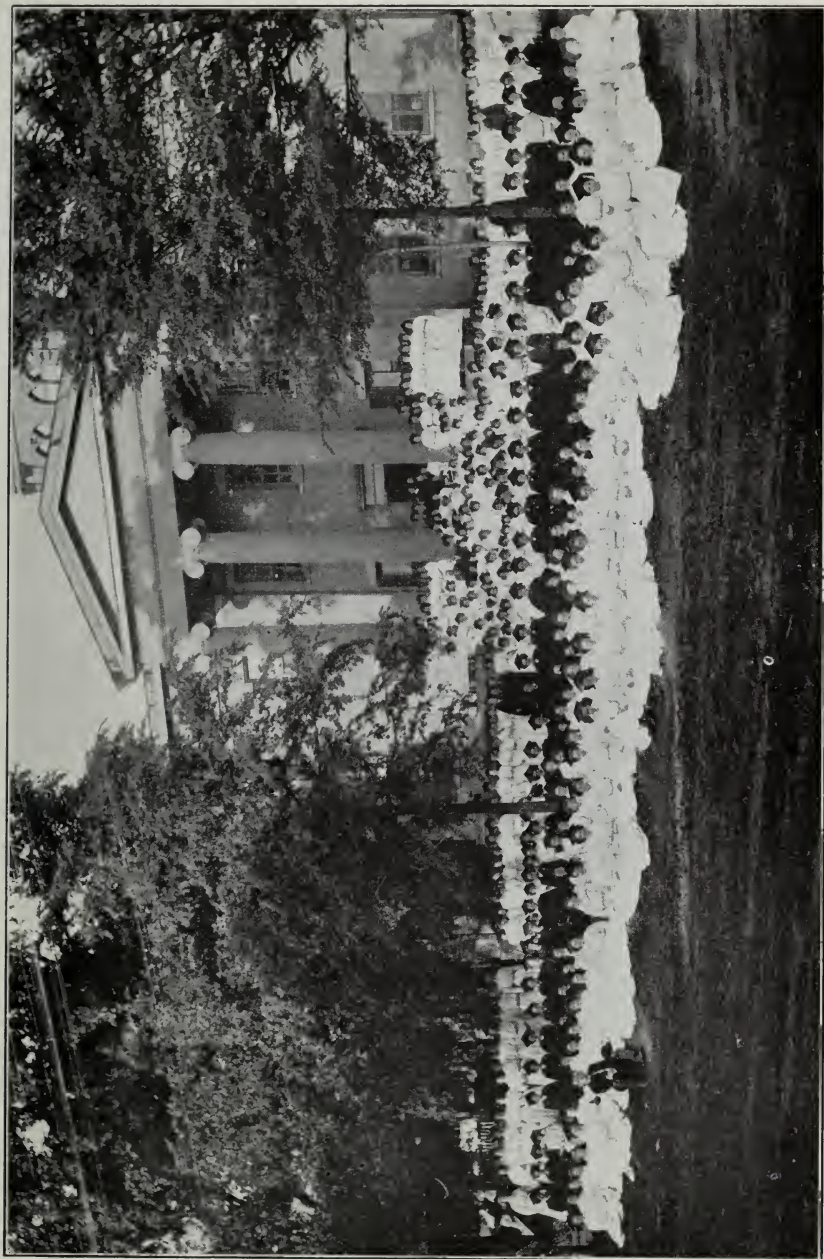
NEW BUILDING (1911) SCIENCE AND AGRICULTURE



LAMAR DORMITORY (1908)



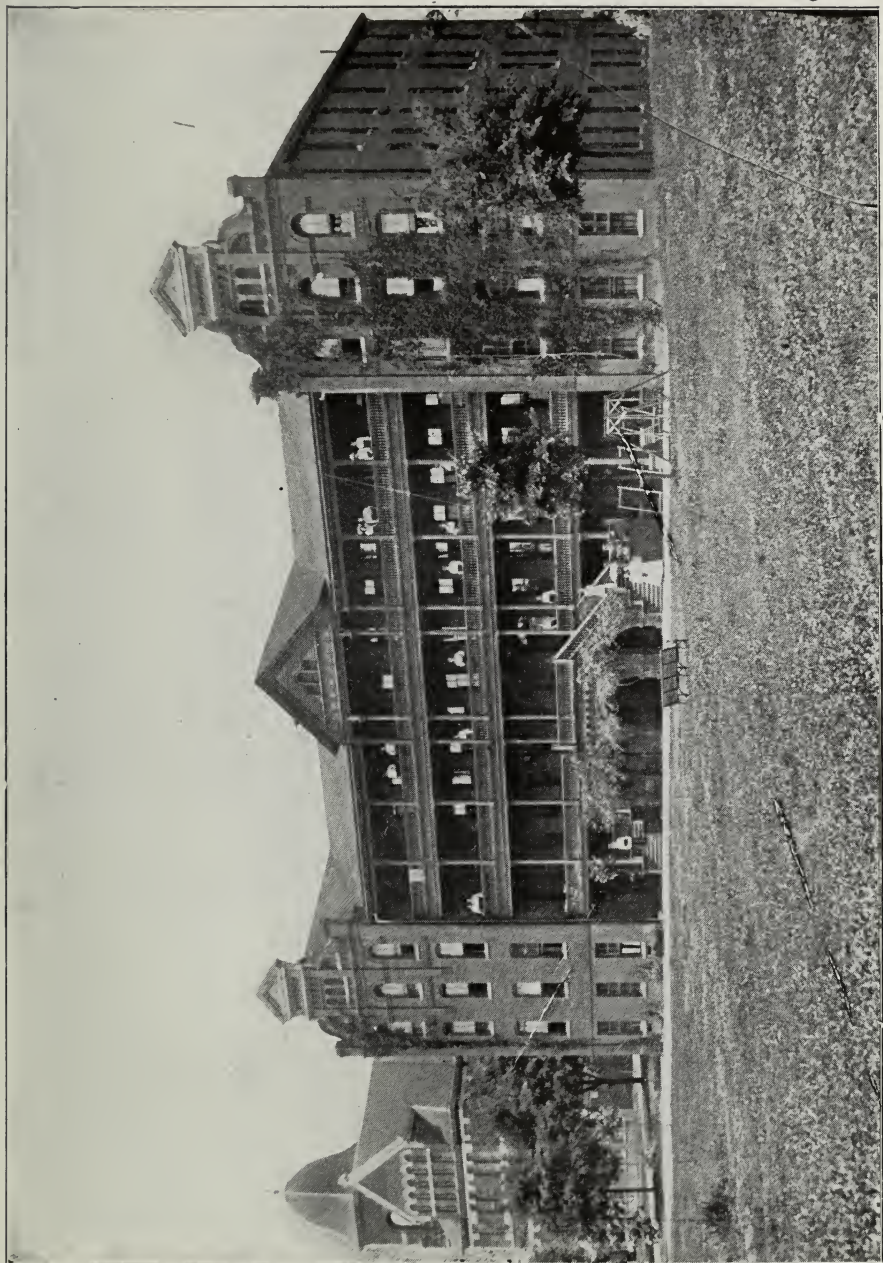
CHAPPELL INDUSTRIAL BUILDING (1907)



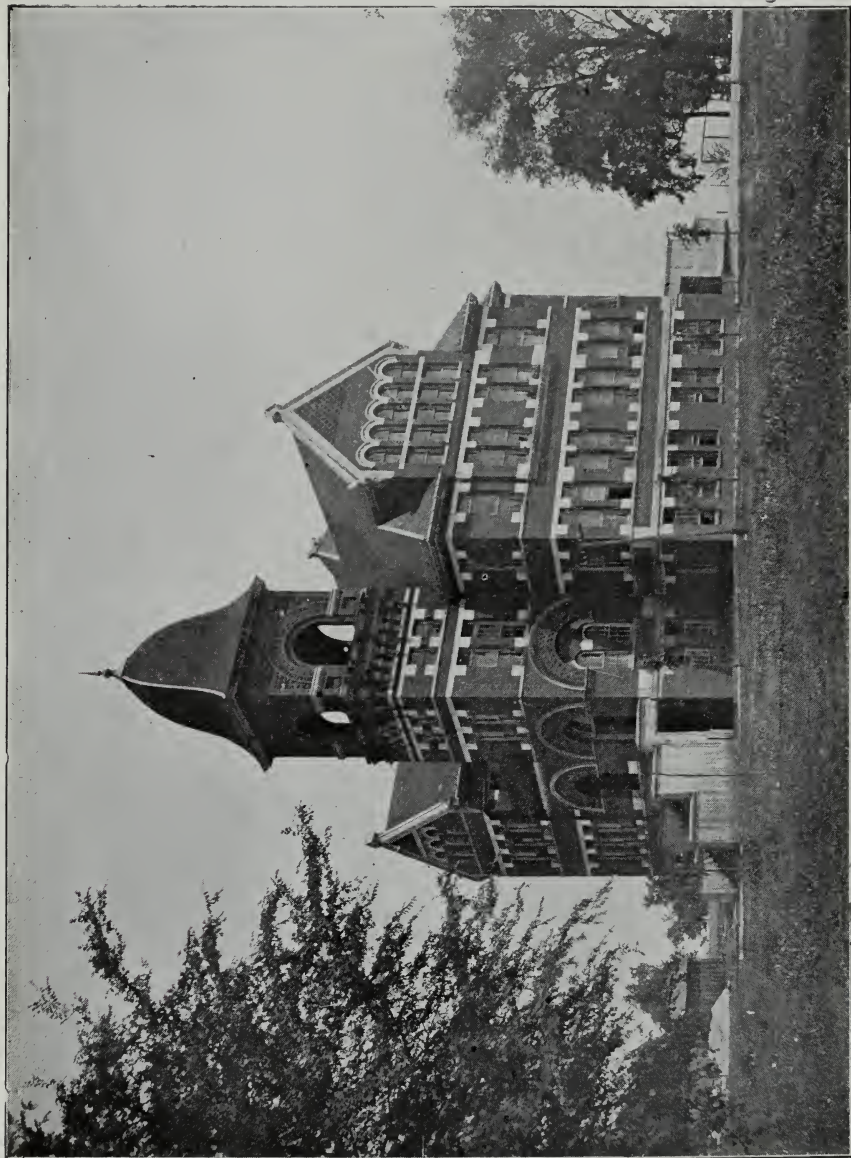
MANSION DORMITORY



ANNEX AND MANSION



ATKINSON HALL DORMITORY



MAIN COLLEGE BUILDING

ANNUAL CATALOGUE
OF THE
GEORGIA NORMAL AND
INDUSTRIAL COLLEGE

MILLEDGEVILLE, GEORGIA

1912-1913

Next Session Begins on Second Wednesday
in September

In Memoriam

To the Memory of
The Honorable James M. DuPree
who for twenty years was a member of the
Board of Directors of the Georgia
Normal and Industrial
College

Born, 1850

Died, 1913

CALENDAR FOR SESSION 1912-13

SEPTEMBER 11, Wednesday—Opening Day.

SEPTEMBER 10, 11, Tuesday, Wednesday—Entrance Examinations.

NOVEMBER 28, Thursday—Thanksgiving Holiday.

JANUARY 3, 1913—College Re-opens.

APRIL 26—Confederate Memorial Day.

JUNE 2, Monday—Closing Exercises.

CALENDAR FALL TERM 1913

SEPTEMBER 10, Wednesday—Opening Day.

SEPTEMBER 9, 10, Tuesday, Wednesday—Entrance Examinations.

NOVEMBER 27, Thursday—Thanksgiving Holiday.

DECEMBER 23—Christmas Holidays Begin.

BOARD OF DIRECTORS

HON. T. E. ATKINSON, President	Newnan
DR. E. A. TIGNER, Secretary	Milledgeville
HON. MILLER S. BELL, Treasurer	Milledgeville
DR. R. E. GREEN	Gainesville
HON. W. H. DAVIS	Waynesboro
HON. Z. H. CLARK	Moultrie
HON. J. B. HUCHESON	Ashburn
JUDGE SAMUEL B. ADAMS (ex-officio)	Savannah
HON. HENRY R. GOETCHIUS (ex-officio)	Columbus
HON. J. W. BENNETT (ex-officio)	Waycross

BOARD OF VISITORS

First Congressional District—Mrs. P. W. Meldrim, Savannah
 Second Congressional District—Mrs. Jno. N. Donaldson, Bainbridge.
 Third Congressional District—Mrs. J. E. Hayes, Montezuma.
 Fourth Congressional District—Mrs. W. Y. Atkinson, Newnan.
 Fifth Congressional District—Mrs. Sam D. Jones, Atlanta.
 Sixth Congressional District—Mrs. Lloyd Cleveland, Griffin.
 Seventh Congressional District—Mrs. J. Lindsay Johnson, Rome.
 Eighth Congressional District—Miss Bessie Butler, Madison.
 Ninth Congressional District—Mrs. Walter B. Hill, Clarksville.
 Tenth Congressional District—Mrs. J. Hunter Johnson, Jeffersonville.
 Eleventh Congressional District—Mrs. J. N. Griffin, Valdosta.

FACULTY FOR 1912-13

M. M. PARKS, *President.*

Graduate of Emory College, A.B., 1892; Graduate Student University of Chicago, 1895; Graduate Student Harvard University, 1896; Student Summer Session, University of Chicago, 1895, 1896, 1897, 1898, 1899, 1900; Professor in Andrew College, 1892-94; Professor in Wesleyan College, 1896-97; Instructor in High School, Savannah, 1897-1903; Professor in Georgia Normal & Industrial College, 1903-04; Acting President Georgia Normal & Industrial College, 1904-05; President Georgia Normal & Industrial College, 1905-13; Lecturer Summer Session University of Tennessee, 1902; University of Georgia, 1903; University of Chicago, 1903; University of Nashville, 1904; University of Tennessee, 1904; University of Georgia, 1904; President Georgia Educational Association, 1905; Author Letters "Around the World," published in Atlanta Journal, 1909-10.

J. L. BEESON, *Professor of Chemistry and Physics.*

Graduate University of Alabama, 1889; A.M., *ibid*, 1890; Johns Hopkins University, Ph.D., 1893; Harvard University, Summer, 1900; Assistant Professor of Physics, University of Alabama and Chemist of Alabama Geological Survey, 1889-90; Professor of Natural Science, Shorter College, 1891-92; Research Chemist of Louisiana Sugar Experiment Station, and Professor of Chemistry Louisiana School of Sugar, 1893-96; Professor Natural Science, Bethel College, 1896-97; Professor-elect of Chemistry, State Agricultural College of Kansas, 1897; Instructor University Summer School, 1909; Professor Natural Science, Georgia Normal & Industrial College, 1897-1913.

EDMUND MARCH VITUM, *Professor of English.*

A.B., Dartmouth, 1878; B.D., Yale, 1884; A.M., Dartmouth, 1888; D.D., Iowa, 1898. Principal High School, Glover, Vt., and Canada, N. H.; Tutor Mathematics, Robert Colleie, Constantinople, Turkey, 1878-1880; Professor, same, 1880-81; Teacher English, Russell's Military School and Grove Hall, New Haven, Conn.; Student Yale University, 1881-84. Pastor and Acting Superintendent of School, Guilford, Conn., 1884-88; Pastor and Lecturer in Coe College, Cedar Rapids, Iowa, 1888-1891; Pastor College Church, Grinnell, Iowa, 1891-1906; President Fargo College, Fargo, N. D., 1906-09; Professor of English, Georgia Normal and Industrial College, 1910-13.

EDWIN H. SCOTT, *Professor of Agriculture and Biology.*

Graduate Massachusetts Agricultural College, B.S., 1906; Instructor in High School, Northampton, Massachusetts, 1903-04; Principal Evening Drawing School, Northampton, Mass., 1905; Principal of Agricultural High and Graded Schools, Petersham, Mass., 1906-08; Registrar and Instructor, Massachusetts Summer School of Agriculture for Teachers, 1907; Instructor in Pedagogy of Agriculture, Connecticut Summer School for Teachers, Starr's Conn., 1909; Student Dartmouth Summer School, 1910 and 1911; Professor Agriculture and Biology, Georgia Normal & Industrial College, 1908-13.

H. J. GAERTNER, *Professor of History and Assistant Professor of Mathematics.*

Ohio Northern University, B.S., 1888, M.S., 1891, Ped. D.; Indiana University, A.B., 1892; Ohio Wesleyan University, A.M., 1896. Superintendent Deshler, Ohio, Public Schools, 1887-91; Assistant Principal, Danville, Illinois, 1892-93; Professor Mathematics, Indiana Normal College, Covington, Indiana, 1893-94; Professor Mathematics and Astronomy, Wilmington College, Wilmington, Ohio, 1894-96; Superintendent, Perrysburg, Ohio, 1896-97; Principal Fairburn Academy, Fairburn, Ga., 1897-98; Principal, Newnan, Ga., High School, 1898-1900, also 1901-02; Co-founder G. M. A. College Park, Ga., 1900; Superintendent Lithonia Ga., 1903-05; Superintendent Waynesboro, Ga., 1905-07; Principal Glynn Academy, Brunswick, Ga., 1907-08; Instructor University Summer School, Athens, Ga., 1906, 1909, 1911, Professor of History and Assistant Professor of Mathematics, Georgia Normal and Industrial College, 1908-13.

AMBROSE L. SUHRIE, *Professor of Pedagogy.*

Ph.B., John B. Stetson University, 1906; A.M., University of Pennsylvania, 1911; Ph.D., (in Pedagogy) *ibid*, 1912; Graduate Pennsylvania State Normal School, B.E., 1894; M.E., *ibid*, 1896; Public School Service in Pennsylvania, 1894-1902; Student College of Education, University of Chicago, summer session, 1906. Director of Normal School and Instructor in Pedagogy, John B. Stetson University, DeLand, Florida, 1905-1907; Director of Normal School and Teachers' College, and Professor of Pedagogy *ibid*, 1907-1910; Manager Stetson-DeLand Shakespearean Festival, 1910; George Lieb Harrison Fellow in Pedagogy, Graduate School, University of Pennsylvania, 1910-1912; President Graduate School Club, *ibid*, 1911-1912; Special Lecturer in School Administration and Educational Research Summer School, University of Pennsylvania, 1911 and 1912; Author of *The Inductive Determination of Educational Method*; Professor of Pedagogy, Director of the Normal Department, Georgia Normal & Industrial College, 1912.

ALICE NAPIER, *Department of Mathematics.*

Student Wesleyan Female College; Graduate Peabody Normal College; Harvard and Chicago Summer Schools; Teacher Georgia Normal & Industrial College, 1893-1906; Department of Mathematics, 1906-13.

CORA MCLEOD BECK, *Department of Latin*

Graduate of Cox College, A.M., 1893; Student University of Georgia Summer Sessions, 1902, 1904; Summer School Chautauqua, N. Y., 1898, 1900, 1906; Summer Quarter, University of Chicago, 1908; Teacher of Latin and English, Washington Public Schools, 1897-1908; Georgia Normal & Industrial College, 1908-13.

NAN HARVEY BARKSDALE, *Assistant Department of English.*

Graduate Georgia Normal and Industrial College; Student Teachers' College, Columbia University, 1910-11; Scholarship, *ibid.*, 1911; Graduate *ibid.*, 1912, B.D., in Education, Diploma in the Teaching of English; Student at Summer School of the South, Knoxville, Tenn., Chautauqua Summer School, Chautauqua, N. Y.; Harvard University, Columbia University. Teacher Fort Valley Public Schools; Dawson Public Schools; High School Literature and Composition, University of Georgia Summer School, 1912. Georgia Normal and Industrial College, 1903-10; 1911-13.

ALLENE THOMAS MOON, *Assistant Department of English.*

Graduate of Wesleyan Female College, A.B.; Graduate of Teachers' College, Columbia University, B.S., and Diploma in Teaching of English; Teacher in Live Oak, Fla., Public School; Teacher of English and History in Kissimee, Fla., Public School; Assistant Teacher of English, Georgia Normal & Industrial College, 1910-13.

RUENA G. WEST, *Department of Physical Training.*

Student Oswego Normal College; Graduate Scientific Course, Oneonta Normal College; Graduate New York Normal School of Physical Education, 1907; Special Course in First Aid to Injured; Special Course in Folk-lore Games and Dances, New York University; Teacher in High School, Deposit, N. Y.; Physical Training Director, Normal & Industrial College, N. C.; Director Physical Training, Georgia Normal & Industrial College, 1908-13.

KATE THRASH, *Department of Bookkeeping.*

Graduate Georgia Normal & Industrial College; Student Eastman Business College; Teacher Griffin Public Schools, 1895-1901; Department of Bookkeeping, Georgia Normal & Industrial College, 1901-13.

FLORENCE BARNETT, *Department of Stenography and Typewriting.*

Student Presbyterian College for Women, Charlotte, N. C.; Principal Pleasant Hill High School, Pleasant Hill, N. C.; Teacher Public Schools, Spartanburg, S. C.; Student Asheville Business College, Asheville, N. C.; Secretary to President, Bethesda Academy, Limestone, Tenn.; Teacher of Stenography and Typewriting, Georgia Normal & Industrial College, 1909-13.

HELEN B. HOOVER, *Department of Free-Hand Drawing.*

Student Columbus Art School, 1903-07; Graduate Columbus Art School, 1907; Student Pratt Institute, 1908-09; Graduate Normal Art & Manual Training, Pratt Institute, 1909. Teacher Free-Hand Drawing, Georgia Normal & Industrial College, 1909-13.

EMILIE RUECKER, *Assistant Department Free-Hand Drawing and Manual Training.*

Student Rhode Island School of Design, Providence, R. I.; Graduate Pratt Institute, Brooklyn, N. Y.; Assistant Teacher of Free-Hand Drawing and Manual Training, Georgia Normal & Industrial College, 1910-13.

MARJORIE WILLARD LAMBERT, *Instructor in Poultry Husbandry and Horticulture.*

Student Massachusetts Agricultural College, 1905-08; Special student Cornell University, 1908-10; Practical Poultry Farming, 1910-1911. Instructor in Poultry Husbandry, Horticulture and Botany, Georgia Normal and Industrial College, 1911-13.

MAUDE WILLIAMSON, *Instructor in Physics and Chemistry.*

A.B., University of Illinois, 1909; Instructor in Mathematics, Hardin College, Mexico, Mo., 1909-1911; Instructor in Physics and Chemistry, Georgia Normal & Industrial College, 1912-1913.

L. R. GODFREY BURFIT, *Normal Department, Principal of Training School.*

Graduate Boston Kindergarten Normal, 1899; Graduate Teachers College, Columbia University, 1903; Student and candidate for M.A. degree Columbia University, 1910-1911. Teacher of Kindergarten and Primary, Orange, N. J., Public Schools, 1903-06; Teacher in Department of History in Orange, N. J., Public Schools, 1906-10; Supervisor Vacation School, New York City, 1908-12; Grammar Critic, Training School, Georgia Normal & Industrial College, 1911-12; Principal Training School, Georgia Normal & Industrial College, 1912-1913.

MARY READE SMITH, *Normal Department, Supervisor Intermediate Grades.*

Graduate of Nobel Institute, Alabama Diocesan Schools for Girls; Student of Randolph-Macon Womens College; Student Summer Session, Columbia University, 1908; Student at Teachers College, Columbia University, 1910-1911. Graduate in Elementary Supervision of Teachers College, 1911. Teacher, City Schools Anniston, Ala.; Teacher in Model School, Union Theological Seminary, New York City, 1910-1911; Normal Training Teacher, Georgia Normal and Industrial College, 1911-13.

LAURA EMILY MAU, *Normal Department, Supervisor Primary Grades.*

Graduate State Normal School, Mankato, Minn.; Ph.B., State Teachers College of Colorado; B.S., M.A., Columbia University; Graduate Student, University of Chicago, 1911-12. Georgia Normal & Industrial College, 1912-13.

JULIA BETHUNE, *Assistant in Training School.*

Graduate Georgia Normal & Industrial College, 1909; Student Summer School Chautauqua, N. Y., 1911. Assistant in Training School, Georgia Normal & Industrial College, 1909-11.

EDA LORD MURPHEY, *Department of Domestic Science.*

Graduate Ferry Hall, Lake Forest, Ill.; Assistant Ferry Hall, also Harcourt Place School, Gambier, Ohio; Graduate Stout Institute Menominee, Wis.; Summer Session Teachers' College, Columbia University; Short Course Instructor in Extension Department, Iowa State College, Ames, Iowa; Lecturer and Demonstrator, Kentucky State Agricultural Train; Department of Domestic Science, Georgia Normal & Industrial College, 1912-13.

AMY R. GOTT, *Assistant Department of Domestic Science.*

Graduate Home Economics Department, Milwaukee-Douner College, Milwaukee, Wis., 1905; Graduate Domestic Science Department, Stout Institute, Menominee, Wis., 1906; Teacher of Domestic Science Public Schools, Bluffton, Ind., 1907-08; Teacher Domestic Science, Public Schools, Escanaba, Mich., 1909-10; Teacher Georgia Normal & Industrial College, 1910-13.

ORIE S. WHITAKER, *Assistant in Domestic Science.*

Graduate Georgia Normal & Industrial College, 1908; Student Columbia University Summer Session, 1911. Assistant in Domestic Science, Georgia Normal & Industrial College, 1909-11; Teacher of Domestic Science, Eleventh District Agricultural School, Douglas, Ga., 1911-1912; Assistant in Domestic Science, Georgia Normal & Industrial College, 1912-1913.

REBECCA LITTLE, *Assistant in Domestic Science.*

Graduate Georgia Normal & Industrial College, 1910; Student Columbia University, Summer Session, 1912; Assistant in Domestic Science, Georgia Normal & Industrial College, 1910-13.

LORA BERTHA ABLE, *Department of Domestic Arts.*

Student Winthrop Normal and Industrial College, Rock Hill, S. C.; Student Teachers' College, Columbia University, New York City; Instructor one session Monroe Normal and Industrial College, Forsyth, Ga.; Eleven sessions Winthrop Normal and Industrial College, Rock Hill, S. C.; State Summer School of South Carolina; Georgia Normal and Industrial College, 1911-1912.

MABRY HARPER, *Assistant Department of Domestic Art.*

Graduate Georgia Normal & Industrial College, 1899; Post-graduate student in Domestic Art, *ibid*, 1910-1911; Student University of Tennessee, Summer Session; Student Columbia University, N. Y., summer session; Teacher of English Hartwell Institute, Hartwell, Ga., 1900-01; Teacher in grades, Columbus Public Schools, Columbus, Ga., 1901-09; Assistant Department of Domestic Art, Georgia Normal & Industrial College, 1911-12.

CATHARINE A. TURNER, *Assistant in Domestic Art.*

Graduate Georgia Normal & Industrial College, 1911. Assistant in Chemistry and Domestic Art, Georgia Normal & Industrial College, 1911-1913.

OLIVIA SMENNER, *Assistant in Domestic Art.*

Graduate Georgia Normal and Industrial College, 1911. Student Columbia University, summer session, 1912; Assistant in Domestic Art, Georgia Normal & Industrial College, 1911-1913.

ALICE LENORE TUCKER, *Director of Music.*

Graduate Springboro High School, Springboro, Pa.; Graduate Edinboro State Normal School, degree M.E., State Normal School, Edinboro, Pa.; Graduate Chautauqua Literary Scientific Circle, Chautauqua, N. Y.; Graduate New England Conservatory of Music, Boston, Mass.; Student in Piano under Signor Giuseppe Buonamici, Florence, Italy; Student in Voice under Signor Luigi Vannuccini, Florence, Italy; Taught Blairsville College, Blairsville, Pa., 1900; Edinboro State Normal School, 1901-04; Corry Pa., 1905-06; Demorest, Ga., Piedmont College, 1907; Georgia Normal & Industrial College, 1907-13.

JENNIE M. WELLER, *Teacher of Piano and Teacher of Public School Music in Training School.*

Graduate of the Kansas State University, Graduate of the New England Conservatory of Music, Boston, Mass., in Pipe Organ and Public School Music; Post-Graduate New England Conservatory of Music, 1899-1900; Director of Music East Greenwich Academy, East Greenwich, R. I., 1900-08; Georgia Normal & Industrial College, 1908-13.

MRS. E. R. HINES, *Teacher of Piano.*

Pupil of Alfredo Barilli; Pupil of John Porter Lawrence (Leipsic). Graduate Georgia Normal & Industrial College, 1906; Assistant Teacher of Music, 1906-13.

MARY ELEANOR McCANN, *Teacher of Piano.*

Graduate of the Zanesville, Ohio, High School, Greek and Latin Course; Special Student, Denison University, Granville, Ohio; Graduate Shepardson College, Conservatory, Denison University; Graduate Chicago Piano College. Teacher in Public Schools of Georgia and Mississippi; Teacher of Piano, Brewton, Ala.; Teacher of Piano, Georgia Normal & Industrial College, 1908-13.

MABEL EVANS, *Assistant in Piano and Voice.*

Graduate Georgia Normal and Industrial College, 1910. Assistant in Piano, 1910-1911. Student New England Conservatory of Music, 1911-1912. Assistant in Piano and Voice, Georgia Normal & Industrial College, 1912-1913.

MRS. M. S. LAWRENCE, *Matron Mansion Dormitory.*

MRS. SARAH P. CAMPBELL, *Matron Lamar Hall Dormitory.*

MRS. M. S. COOK, *Matron Atkinson Hall Dormitory.*

MRS. A. S. HARWELL, *Matron Science Hall Dormitory.*

MRS. E. B. DOZIER, *Matron Dozier House Dormitory.*

MISS MAMIE HARPER, *Housekeeper Atkinson Hall Dormitory.*

MISS BESSIE TATUM, *Assistant Housekeeper Atkinson Hall Dormitory*

MISS KATE TAYLOR, *Housekeeper Mansion Dormitory.*

DOVE WHITE, *Assistant in English.*

HOYLE SKINNER, *Assistant in Domestic Science.*

MAMIE PADGETT, *Assistant in Manual Training.*

FRANCES LOWE, *Assistant in Agriculture and Biology.*

LEONORA IVEY, *Assistant in Physical Training.*

EAKES GEORGE, *Assistant Training School.*

BLANCHE TAIT, *Assistant Training School.*

TILLIE SMITH, *Assistant Training School.*

ALICE PARKER, *Assistant Training School.*

EXA BENNETT, *Assistant Training School.*

BIRDIE ELLARD, *Librarian.*

ABNER STROZIER, *Stenographer.*

L. S. FOWLER, *Bookkeeper.*

JANIE WALL, *Assistant Bookkeeper.*

G. M. KEMP, *Engineer.*

J. N. BUTLER, *Watchman.*



FACULTY AND ASSISTANTS (1912-1913)



NEWELL HOUSE (DORMITORY) RENTED



PROSSER HOUSE (INFIRMARY) RENTED



DOZIER HOUSE (DORMITORY) RENTED



WEST VIEW OF AUDITORIUM



EAST VIEW OF AUDITORIUM



FIRE DRILL AT SCIENCE HALL



FRONT PORCH, LAMAR HALL DORMITORY



MANSION LAWN

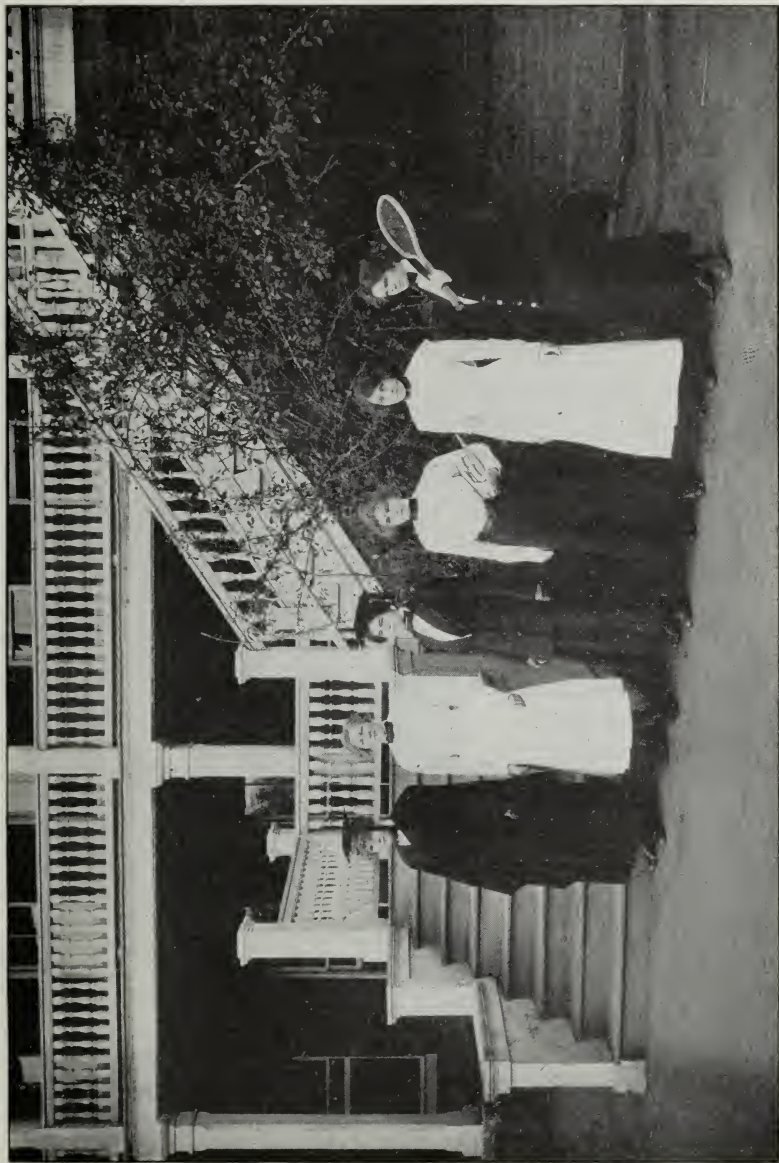


ATKINSON HALL LAWN

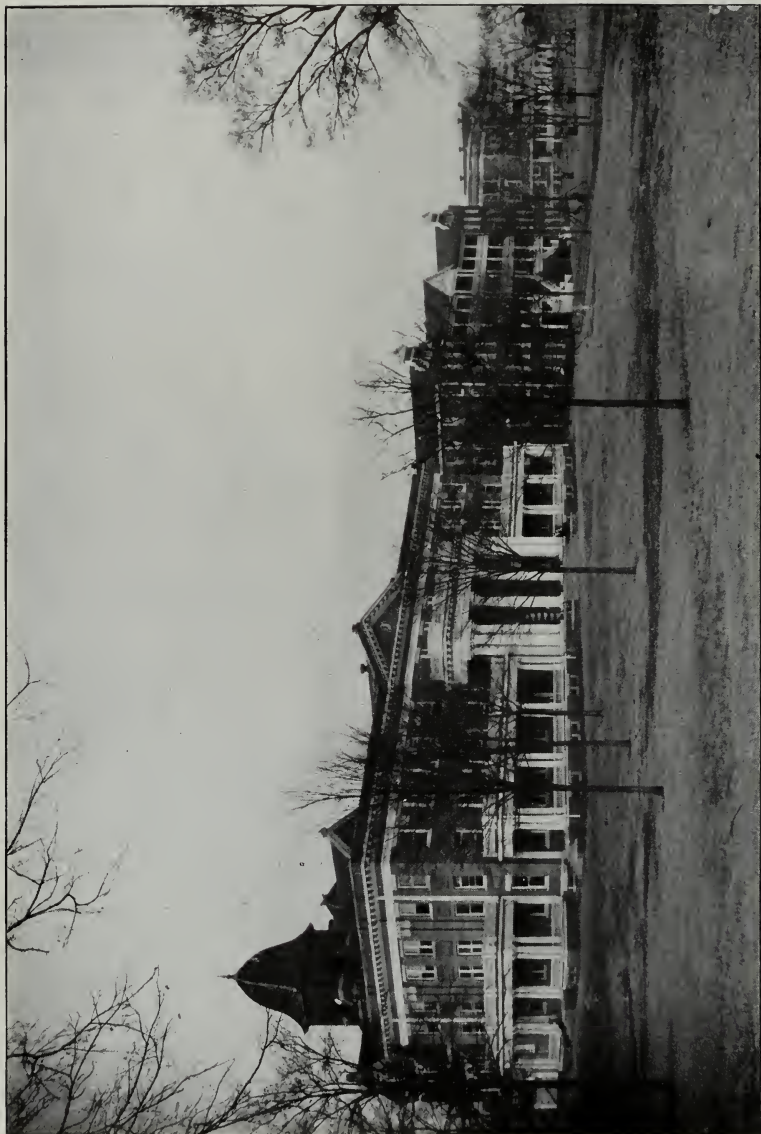


SECTION OF FACULTY

Ten Ladies who devote all their time to teaching Domestic Science and Domestic Art



UNIFORM SUITS: 1. SENIOR CAP AND GOWN. 2. WHITE DRESS. 3. SERGE COAT SUIT.
4. SCHOOL SUIT. 5. COOKING UNIFORM. 6. ATHLETIC SUIT (with Sweater).



LOOKING EAST

GENERAL INFORMATION

1. The Fall Term will begin the second Wednesday in September.
2. Young ladies under 15 years of age are not eligible for admission.
3. Each student at the time of entrance is required to pay a matriculation fee of \$10.00.

4. Tuition is free to a LIMITED number of girls from each county in Georgia, the number from the different counties varying in accordance with the size of the population. Some of the smaller counties are entitled to one place; some counties to two, some to three, some to four, some to five, and so on.

5. Board in the Dormitory, including fuel, lights, etc., costs \$10.00 a month. Besides this, there is an additional fee of \$2.00 a month to pay for laundry, for expenses of college infirmary, for the services of a trained nurse and for minor incidentals. The cost, therefore, for all the foregoing accommodations in the Dormitory will be \$10.80 for the entire session of nine months.

6. Students are required to wear a uniform which is economical and attractive, but no student should purchase the uniform clothing until she receives official notification of admission.

7. The college offers regular and special courses in Normal, Industrial and Collegiate work.

8. Applications for admission to the college must be made in writing on a special form of application, which can be found enclosed in each catalogue. New applications must be made each year by all students. For several years it has been impossible for the college to accept all the applications received; therefore in accepting applications, preference will be given:

First, to students coming from counties having the smallest relative representation among the students of the college.

Second, To older and more mature and more advanced students.

Third, to students sending in their applications promptly and in good form.

Applications are placed on file in the office of the college as received and all will be given just consideration.

9. The first allotment of places among the different counties in the State is usually made in June; the second in July; and possibly a third in August, provided there remain any vacancies.

10. WAITING LIST. Often highly satisfactory applications are received late, and can not be accepted because of a lack of room. When refused admission an applicant may ask to have the application kept on the waiting list for a week or month or few months as may be desired. Sometimes, on account of sickness, vacancies occur, and in such cases the names on the waiting list will be considered. New applications must be written, however, for entrance each fall term.

11. Examinations for class admission for new students are held at the beginning of each term. Students from accredited High Schools may be excused from such examinations provided they present the proper certificates from the Principals of High Schools; it is necessary, however, that these certificates be carefully and satisfactorily prepared.

12. Parents and students are requested to read the articles on Government, Business Regulations, Uniform and Course of Study.

13. No student should come to the college until she has received a formal certificate of admission, in reply to her application.

14. In preparing this catalogue, the President has tried to give all the information necessary for those who think of patronizing the institution. Owing to the multiplicity of subjects, however, and the brief space in which they had to be treated, he has doubtless failed to be sufficiently explicit on some points; so persons wishing further information are requested to write, and he will answer promptly and fully any questions they may ask; but to avoid needless correspondence he begs that every inquirer before writing will look carefully and see if he can not find what he wants to know clearly stated somewhere in this catalogue. An index can be found at the end of this pamphlet.

HISTORICAL

The Georgia Normal & Industrial College was created by a special act of the Georgia Legislature in the summer of 1889. The bill for its establishment was introduced into the lower house of the Legislature by Hon. W. Y. Atkinson, then a representative from Coweta county, and afterwards for two terms Governor of the State. He was president of its Board of Directors from its foundation up to the time of his death in 1899. He was succeeded in this office by the late lamented Hon. F. G. DuBignon, by Col. James M. DuPree and by Hon. T. E. Atkinson.

The first president of the college was the gifted Dr. J. Harris Chappell, who held the office from 1890 to 1904, when he was granted leave of absence because of failing health. He resigned in 1905 and died in April, 1906.

He was succeeded as president by Professor M. M. Parks, who served as acting president for the year ending June, 1905, and has served as president from 1905 to the present date.

The college grew rapidly for the first seven years of its history and was liberally treated by the State Legislature; during the second seven years the State failed to enlarge the college facilities or to increase its support; it is gratifying, however, to note that the State has more recently answered the appeals for enlargement and the college has greatly extended its field of usefulness.

The institution is crowded far beyond its capacity and during the past year has been unable to admit even half of those who have applied for admission.

These facts prove conclusively that there was great need in Georgia for an institution for the professional and industrial education of women, and that the Georgia Normal & Industrial College is in a large measure supplying that need.

The institution never loses sight of the fact, however, that nearly every woman is destined to become to a greater or less extent a homemaker, and that, after all, is her most important calling. One of the prime aims of the college has been to fit the young women of Georgia for proper home-making by giving them a careful and thorough course

of instruction in such branches as cooking, household economics, home sanitation, sewing, dressmaking, etc. It has been exceedingly gratifying to observe that these studies, which make for domestic utility, have become each succeeding year more and more popular with the pupils and there has perhaps been more growth and progress in that direction than in any other branch of the school.

The college has become thoroughly installed in the confidence and the affections of the people of Georgia. The wisdom of this progressive and aggressive step in the education of woman has been demonstrated beyond a doubt, and the beneficent practical results are showing themselves in many ways throughout the State.

The attendance of the college since its foundation is accurately shown in the following table:

1892, admitted	171 students
1893, admitted	371 students
1894, admitted	357 students
1895, admitted	308 students
1896, admitted	257 students
1897, admitted	374 students
1898, admitted	384 students
1899, admitted	371 students
1900, admitted	356 students
1901, admitted	380 students
1902, admitted	375 students
1903, admitted	347 students
1904, admitted	332 students
1905, admitted	363 students
1906, admitted	399 students
1907, admitted	421 students
1908, admitted	483 students
1909, admitted	549 students
1910, admitted	549 students
1911, admitted	549 students
1912, admitted	567 students

The full record for the year ending June, 1912, is as follows:

Number of students admitted to college.....	567
Number of application refused admission.....	591

Total number of applications to college.....1158

These figures do not include 140 younger students who were admitted to the Training School, where the Normal Seniors have an opportunity for practice in teaching.

LOCATION

The College is located at Milledgeville, a town of five thousand inhabitants, situated in Baldwin County, on the Oconee River, near the geographical center of the State. As the old capital of the State for so many years during the most interesting periods of Georgia's history and in the days of her greatest statesman, it is full of inspiring his-

torical associations. It is now a quiet, reposeful town, entirely free from those excitements, distractions and temptations that are likely to withdraw the minds of young people, to a greater or less extent, from the earnest pursuit of their studies.

It is a very healthful place, being free from malaria and all climatic diseases. The town is abundantly supplied with pure water from a good system of waterworks. The surrounding country is rolling in its formation and presents to the eye as beautiful and varied landscapes as can be seen anywhere in Georgia. The society is as good as can be found in any locality in the State. There are Methodist, Baptist, Presbyterian, Episcopal, and Catholic churches in the town, with regular services in each every Sunday.

The town is easily accessible from all parts of the State by means of the Georgia Railroad (Macon and Augusta), and the Central of Georgia Railway (Macon and Covington).

BUILDINGS AND EQUIPMENT

The value of the buildings and grounds of the Georgia Normal & Industrial College amounts to over \$400,000. The present equipment is as follows:

1. **CAMPUS.** The College campus consists of twenty-three acres in the central part of the city of Milledgeville. Surrounded by well-shaded streets and adorned with stately buildings, with well-kept lawns and with a luxuriant growth of trees, the campus attracts universal admiration.

2. **MANSION DORMITORY.** This magnificent building was erected in 1838 as a residence for the governors of Georgia when Milledgeville was the capital of the State. For thirty years, it was the Executive Mansion of the State of Georgia, and as such it served as the home of Governors Gilmer, Charles J. McDonald, George W. Crawford, George W. Towns, Howell Cobb, Joseph E. Brown, James Johnson, Ruger, and Charles J. Jenkins. It is now used as a College dormitory and as a residence of the President of the College.

3. **THE MAIN COLLEGE BUILDING** is a commodious edifice of four stories. The corner stone was laid on November 27, 1890. It was completed in 1891. It is used exclusively for teaching and class room purposes and is situated in the center of the College campus.

4. **THE ANNEX DORMITORY** was erected in 1892. It is connected with the Mansion Dormitory by a short arcade.

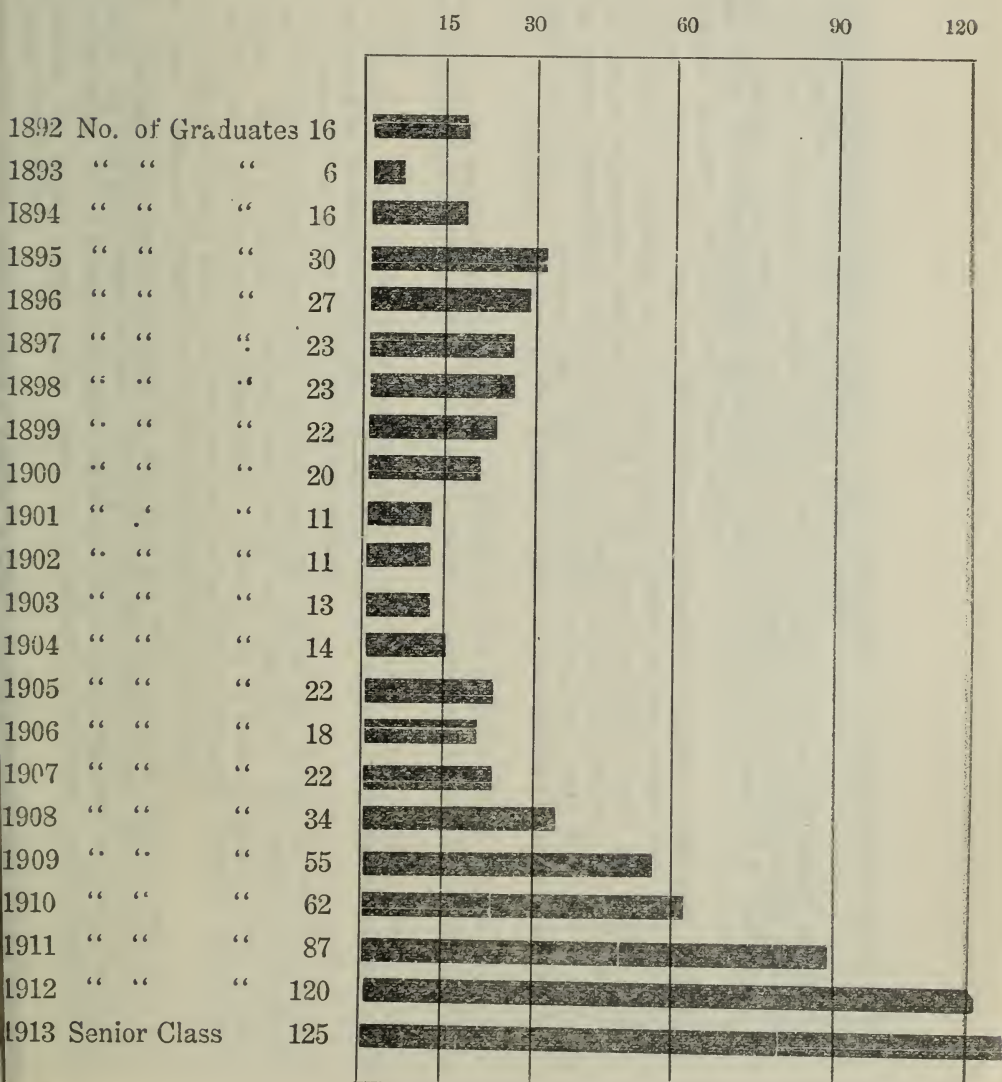
5. **THE ATKINSON HALL DORMITORY** was erected in 1896. It is a large brick building and accommodates nearly 200 boarding students.

6. **THE CHAPPELL INDUSTRIAL BUILDING** was completed in May, 1907. The building is beautiful in architecture and affords additional class rooms for use of the Physical Training and Normal departments, the Domestic Science department and Domestic Arts department.

7. **THE LAMAR HALL DORMITORY** was completed in September, 1908, and is considered one of the handsomest college dormitories in the South. It is attractive in the interior furnishings as well as in the exterior architecture. The rooms are well ventilated, well lighted,

RECENT PROGRESS OF THE GEORGIA NORMAL AND INDUSTRIAL COLLEGE.

NUMBER OF GRADUATES



REPORT PROGRESS OF THE CANADIAN HOUSE AND INDUSTRIAL COMMISSION NUMBER OF GRADUATES



THE EDUCATIONAL AWAKENING OF A RURAL COMMUNITY IN GEORGIA

BY

MISS KATE PARKER, FAIRBURN, GA.

(A Member of the Senior Class of 1913.)

Georgia Normal And Industrial College

MILLEDGEVILLE, GA.

(One of 124 Senior Essays; Printed by Request.)

The past twenty-five years have witnessed great advancement in many lines relating to country life. The reaper, the cream separator, the telephone, automobile, rural free delivery and parcel post show marked development along some lines. But consider the rural school! Has it kept pace with this progress?

The country people have realized that improved machinery is necessary for successful farming, but they do not seem to know that an efficient teacher would so revolutionize the school that it would lead in all rural improvements.

Perhaps I can best impress this upon your minds by telling a story.

A girl graduated from the Georgia Normal and Industrial College in 1913. She was intensely interested in the upbuilding of our rural schools. She realized that the greatest need was in the rural districts where human beings hunger for knowledge and cry aloud for a chance in life. She determined to make the rural school her problem, and to solve it as best she could.

In the summer she accepted a school five miles from the railroad, car line and postoffice. At once she went to acquaint herself with her problem and to meet as many of her patrons as possible. When she saw how vastly different the conditions were from the Training School at the Georgia Normal and Industrial College she determined to begin immediate preparations, for school was to open in two weeks.

The community was one of three, small and scattered. The majority of people were tenants. Their homes were a true expression of their station in life—small, unattractive and bare, inside and out. The few land owners lived in comfortable homes, one of which was equipped with every modern convenience.

The people were uneducated and unprogressive. They were working to earn their daily bread. They toiled for what gave them immediate returns, and they didn't care enough about their neighbors' welfare to fill a rut in the road before it became a bog.

She visited all the people in the community and talked very enthusiastically about the new term of school. She made them feel that she had come to help and not to criticise. As she went from place to place in the neighborhood in some homes she could feel the willing, co-operative spirit, while in others there existed no interest whatever in the school.

On the public road, next door to a simple church, nestled, in a beautiful grove with broad, open fields in front, a neat new school house. It had one classroom, with a passage way and a large cloak room in front. Stands and desks, a heater and a movable slate blackboard formed the equipment. There were no shades, no curtains, no pictures, no maps and no library. In the passage way an open water bucket had its place on a shelf and a rusty dipper, for common use, hung on the wall nearby.

The curriculum was in no-wise fitted to the needs of the farm. It had been copied as nearly as possible from the city schools and did not serve the problems of the country. The children lived in one world and went to school in another.

At first no changes were made. She was eager to teach cooking, sewing, agriculture—subjects that grew out of their home life and back into it to enrich it; but the people did not want such in school. Nevertheless, she soon suggested that any of the girls who cared to might bring something to sew on Wednesday and she would help them for an hour after school. Few carried out the suggestion; but those who did asked if they might not sew with her every Wednesday. From this interest grew, and soon all the girls became enthusiastic members of the Sewing Circle.

There were neither flowers nor plants in the school room. She asked the boys to bring lumber and tools from home to make window boxes and shelves. Later a seesaw and a joggling board for the playground were made. 'Twas thus manual training and sewing were introduced, and besides the interest they added to school work the curtains and flower boxes helped greatly toward making the school room more attractive.

The people were entirely dependent upon the soil for a livelihood, and yet there was an absolute lack of al-

knowledge of scientific agriculture. The patrons thought it absurd for a girl to teach agriculture. She could not convince them that if they would combine a little of the science that she knew with their large store of experience they might be benefited. But the boys and girls had been greatly helped by the new elements and were anxious to learn how to make Mother Earth yield more at their command. It was hot summer. Germination, soil, drainage and fertilizer tests were performed indoors and their results were vividly impressed upon their minds. They marveled at the risks their fathers had taken year after year by planting seed corn without a test of its germinating power. They were amazed that the same kind of fertilizer had been applied to both hillside and valley alike.

Each day when the intense heat made school almost unbearable she carried the entire group through the shady grove to the cool, clear, babbling brook to study nature.

Every Friday afternoon a program was given simply to arouse interest in school and to acquaint the patrons with one another.

Just as she had really begun her work, when the pupils were feeling a live interest in school, the great white fields of cotton and the vast expanse of golden corn beckoned her little band to other duties for two months' work in the hottest season of the year.

With the snow and sleet she returned for a three months' term. Much of the enthusiasm she had cultivated had dwindled and had to be reawakened.

Sewing and manual training were continued. It was cold enough to have fires, so, using the heater, simple lessons were given at intervals to introduce cooking.

An attractive entertainment was given and admission charged for the benefit of the cooking equipment. A three-burner oil stove and a few necessary cooking utensils were bought and regular lessons were begun.

Since her first visit to the community the absence of libraries in the homes had weighed heavily upon her mind. There was not even a manifest desire for any form of good literature. Little by little a beginning was made. Federal and state bulletins on all subjects that would supplement school work and benefit the parents especially were secured. The library was simply a dry goods box painted and shelved by the boys and curtained by the girls.

In the winter season the roads were almost impassable and there was no effort made to improve them. On a Friday afternoon, when the patrons were invited, the subject, "Is the Building of Good Roads a Profitable Investment for a Community?" was debated and a paper, "What Girls and Boys Can Do to Make Better Roads," was read.

The indoor agricultural tests of the previous term so interested the children that when the planting season drew near they wanted to plant seeds and make tests out-of-doors. A plot of ground adjoining the school was granted them. Each child planted a garden and soon the growing vegetables and flowers robbed the grounds of their wintry, desolate look. Success here prompted enthusiastic Corn and Tomato Clubs in which the boys and girls engaged in scientific experimentation.

Again, with school at its prime, the demand for help on the farm necessitated a halt in her work.

But the neighboring communities had watched the school grow and had seen its good effects. At the beginning of the third term so many boys and girls from a distance were enrolled that the one room was inadequate. By much work on the part of the enthusiastic teacher the three communities finally agreed to add two large rooms to the present one and build a small cottage, which was to be both the home of the teachers and the industrial department of the school, the kitchen and dining room designed to be school laboratories and the basement the manual training shop.

Good roads made transportation of pupils easy. Consolidation made it possible to employ two good assistants.

Lectures and lyceum attractions were frequently given at the school house and were largely attended. The people felt that now that the school was the center of their community life and were eager to develop its possibilities.

The library grew steadily. A Reading Circle was organized and it resulted in cultivating an interest in good books and magazines. It was the medium for bringing permanently many scientific works into the individual homes and through them up-to-date methods of farming and housekeeping.

The people took pride in their homes. New ones were fast taking the place of the old. Flowers, vines, grasses and trees were planted. Labor-saving devices were introduced into the homes after they had proved their value in the industrial cottage.

The fathers had watched critically the corn their boys had grown, and when it doubled any previous yield they were ready to adopt new methods. In this way the most needed things were carried directly to the patrons and soon many material improvements were realized.

The boys and girls no longer desired to join the bustling throng of the city. They had learned to love the great open country. Their toil had lost its drudgery. The farm became to them the greatest of all laboratories and their work assumed the dignity of a science or an art.

The community became known as one of the most progressive in the entire country. The people were wide-awake and lived in ways well suited to this age of scientific industry.

The girl who three years before had gone out into this undeveloped country, intent upon teaching those things which would make lives more useful and more beautiful, had, through persistent effort, brought about a great change in the school, the homes, the lives of her community. She is now at the head of a growing, up-to-date institution which endeavors to rightly serve the farm-folk.

When she compares the yesterday of her little one-room school with its today and sees what has been accomplished mainly through her work alone—she says to herself—always:

"I'll teach
The earth and soil
To them that toil,
The hill and fen
To common men
That live just here.
The plants that grow,
The winds that blow,
The streams that run
In rain and sun
Throughout the year.
And then I'll lead
Through wood and mead,
Through mold and sod
Out unto God!
With love and cheer
I'll teach."

BY--PRODUCTS OF A COLLEGE EDUCATION

BY

MISS MARY HOLMES, AUGUSTA, GA.

(A Member of the Senior Class of 1913.)

Georgia Normal And Industrial College

MILLEDGEVILLE, GA.

(One of 124 Senior Essays; Printed by Request.)

What do we mean by "By-Products?" Not long ago a certain well-known gentleman was going through one of the large packing houses near Chicago and naturally desired to know how the owner made so much profit from that expensive business. He was told by the manager that the profits came entirely from the by-products those products produced in addition to the principal products, in this case, made by the utilization of those materials which were formerly thrown away. It is often true in the business world that the greatest profit is made from the by-products. Is this not equally as true in education?

There was a time when people thought that learning the contents of books was the whole of education but we know that this is only one of the several phases. Education should be, in the fullest sense, a preparation for life. Most likely this life will not be lived in a hermit's cave or elsewhere alone, but will be lived in the midst of people, both in the business and the social world. College life, and more especially dormitory life, is training young people to live harmoniously in a large group. The slight, pardonable egotism that may now and then be left with the successful high school girl soon leaves her as she comes into contact with the hundreds of other equally bright and successful young women. One learns in this group life to keep the individuality and yet respect and regard the opinions and rights of others of the group. If there are any little rough and unsmoothed edges in the disposition they are rounded and made smooth by personal contact with the many who are working together toward the same goal, bound together by a college spirit of truth and loyalty. The very atmosphere of co-operation is uplifting.

One is broadened greatly by coming into contact with other students from different localities, and even more so by contact with the members of the faculty from all parts of the United States and Europe. These men and women, traveled, learned and cultured, filled with noble ideals, representing the flower of our nation, wield an almost unlimited influence as they come into personal contact with college students. The younger mind bows before the more advanced one, the forming character is greatly shaped and molded by wise leaders, each one

whom leaves his or her own individuality stamped on the life. The young student is pointed onward and upward to higher, nobler ideals by those who have already accomplished much in life.

That class of teachers who are not connected directly with the college, but are only visiting speakers, instruct and help greatly. Out of a broad experience the lecturer can oftentimes in one evening's talk plant many seeds of truth in many minds. The college Lyceum course offers rich and varied instruction and amusements, as literary lecturers, scientists, moralists, musicians, and even magicians.

The uplift received is not only mental, but the character and morals are also strengthened. Personal contact with strong personalities strengthens the character, and the life in so large a group develops thoughtfulness, unselfishness, self-control, self-reliance and poise. One of the most important lessons the college student learns is the lesson of bearing responsibility. Many have been so sheltered that this is an entirely new lesson, but with kind friends looking on to give a help-touch here and there, when needed, they learn to decide their own questions and to depend on themselves. The character is made stronger by the discipline of the college, and good habits are formed.

In the ideal colleges the men and women begin to see things in their proper relations, placing more value on merit rather than on wealth and position. They also begin to learn to appreciate the best in persons, in art, in nature and in all of life.

This moral development would be far from complete without some divine spiritual touch. Often some of the richest experiences come to students through their relationship with the religious institutions connected with the college. These are frequently the springs of true life in the college.

In the courses of study educators have found that not only the mental and moral, but also the physical, welfare must be cared for. Nor is the physical life neglected among the by-products. The regular hours which should be insisted upon in every dormitory help to bring health. Athletics and all kinds of outdoor sports bring vigor and strength to the body and mind, also developing love for the big outdoor world, full of beauty and fresh air. This gives a love for pure, wholesome recreation, as do also the simple social gatherings.

These social gatherings help prepare students for the social life, which they will have to meet later, in a greater or smaller degree, for they must learn to move with grace, ease and dignity there. In the social hour the reticent girl is gradually drawn out of herself and learns to mingle with others. The free and easy, friendly intercourse between students and faculty brings a more mutual understanding of each other, a more sympathetic relationship, and cultivates friendships.

The word "Friend" is almost sacred because it means so much. It has been said that a man has very few real friends in life, but many lifelong, true friends have been found among schoolmates. A golden friendship has been the crowning glory of more than one college life. It was at his alma mater that Tennyson found those comrades who brought so much good and joy to him, and whose friendship he held as a priceless treasure all through life. Even after much that was learned is forgotten the character formed and the true friends made will remain, with dear memories, as the results of the college days.

Truly it is not all of education to learn. More than one college graduate has felt as did one young woman who said: "As I look back over the years of my college life, the knowledge and training received from books, class room lectures and practical experiments seem valuable, but I value still more highly those additional gifts, the by-products of my college education."

The power of friendship is beautifully expressed by Henry Van Dyke, in his poem entitled "A Mile with Me."

O who will walk a mile with me along life's merry way?

A comrade blithe and full of glee,

Who dares to laugh out loud and free,

And let his frolic fancy play,

Like a happy child, through the flowers gay

That fill the field and fringe the way

Where he walks a mile with me.

And who will walk a mile with me

Along life's weary way?

A friend whose heart has eyes to see

The stars shine out o'er the darkening lea,

And the quiet rest at the end o' the day—

A friend who knows, and dares to say,

The brave, sweet words that cheer the way,

Where he walks a mile with me.

With such a comrade, such a friend,

I fain would walk till journey's end,

Through summer sunshine, winter rain,

And then?—farewell! we shall meet again!

THE NEW EDUCATION

TYPES OF EDUCATIONAL INTEREST

AT THE

GEORGIA NORMAL AND INDUSTRIAL COLLEGE

MILLEDGEVILLE, GA.

AS SHOWN BY

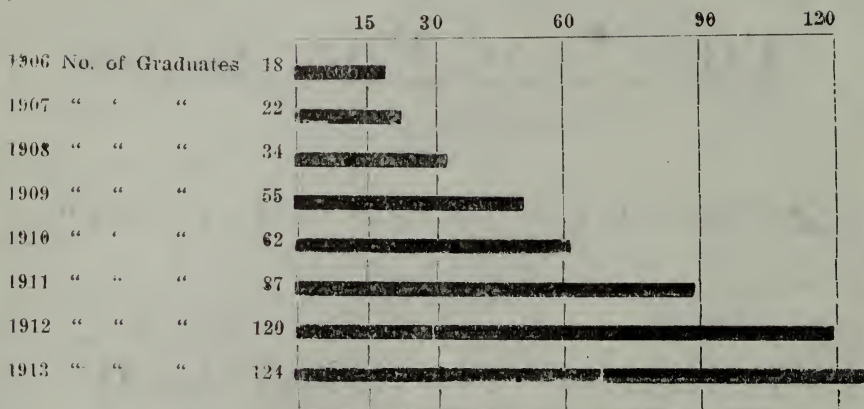
THE TOPICS OF ESSAYS

WRITTEN BY MEMBERS OF THE SENIOR CLASS

1. IN COLLEGIATE DEPARTMENT
2. IN COLLEGIATE-NORMAL DEPARTMENT
3. IN COLLEGIATE-INDUSTRIAL DEPARTMENT

JUNE 1915

RECENT PROGRESS AS SHOWN BY NUMBER OF GRADUATES



A WOMAN'S COLLEGE

The Georgia Normal and Industrial College is distinctly a woman's college. It does not seek to imitate the educational practices that have prevailed in colleges for men. It does not seek to conform to tradition. In its fixed requirements, the college has deliberately broken away from what it considers many of the false fashions of the past. It believes that women have interests and ambitions and spheres of usefulness peculiarly their own; it believes that there are fields of work for women which call for new courses of study; it believes that the education of girls should be vitally concerned first about matters of health and character and personality; it believes that all the Sciences and Arts should be made to contribute to an improvement of the home, the school, the farm, the child, and society in general.

THE RIGHT KIND OF FASHION IN EDUCATION

The recent rapid growth of the college is gratifying; the increased attendance, the new buildings, the attractive equipment, the harmonious organization, the fine college spirit—all these are encouraging. But more important than temporary success is the influence a college exerts in the formation of correct ideals. Hence the Georgia Normal and Industrial College desires not primarily to achieve material success but to strive to promote a type of education suited to the real needs of the young woman of Georgia of the present day. The college desires most of all to exert an influence in the formation of the right kind of fashion in education. The success of the college in this respect in Georgia is its proudest achievement.

Extract from annual report of President M. M. Parks, June, 1913.

COLLEGIATE SENIORS

- Miss Ida Lou Barron* *Clinton, Ga.*
Trained Motherhood.
- Miss Evelyn Bullard* *Monticello, Ga.*
Some of the Benefits that Will Accrue from the Building of the
Panama Canal.
- Miss Margaret Colson* *Waynesboro, Ga.*
Municipal Sanitation.
- Miss May Holmes* *Augusta, Ga.*
By-Products of a College Education.
- Miss Marie Lynch* *Machen, Ga.*
Life of Joel Chandler Harris.
- Miss Winnie Perry* *Covington, Ga.*
The Effect of Moving Pictures on the Public.
- Miss Ranna M. Ramsey* *Pidcock, Ga.*
The Importance of Preservation of Birds in the South.
- Miss Georgia Ward* *Villanow, Ga.*
Woman in the Business World.

COLLEGIATE-INDUSTRIAL SENIORS

(Domestic Science and Arts)

- Miss Zelma Babb* *Powder Springs, Ga.*
Home Making as a Profession.
- Miss Myrtle Bailey* *Washington, Ga.*
Is Domestic Art Worth While?
- Miss Annie Bacon* *Stephens, Ga.*
How the Industrial Movement May Increase the Resources of
the Country Child.
- Miss Mamie Boykin* *Sylvania, Ga.*
Brief Study of Textile Manufacture.
- Miss Frances Burney* *Rome, Ga.*
Vocation or Money-making Opportunities Other Than Teach-
ing for the Home Economics Graduate.
- Miss Dolly Bayne* *Milledgeville, Ga.*
Domestic Science.
- Miss Eula DuPree* *Dublin, Ga.*
Hygiene in the Public Schools.
- Miss Ladye Greene* *Milledgeville, Ga.*
The School as a Social Center.
- Miss Maude Greene* *Washington, Ga.*
Simplicity in Home and Home Decorations.

- Miss Verna Harvard* Dublin, Ga.
Woman's Activities in Human Progress.
- Miss Sadie Humphrey* Milledgeville, Ga.
The Educational Renaissance.
- Miss Lallie Virginia Johns* Bishop, Ga.
The Value of Labor-saving Devices in the Home.
- Miss Margaret Joseph* Milledgeville, Ga.
Harmony House.
- Miss Miriam Kirkland* Nicholls, Ga.
Less Medicine, More Exercise, Better Health.
- Miss Carrie Klump* Columbus, Ga.
Micro-organisms and Their Relation to Housekeeping.
- Miss Caro Lane* Milledgeville, Ga.
What a Teacher Did With Domestic Science the First Year.
- Miss Nell Mallory* Athens, Ga.
Harmony in Home Decorations.
- Miss Nellie Mussekwhite* Reynolds, Ga.
The Elimination of Waste in the Household.
- Miss Pearl McDonald* Pelham, Ga.
The Use of Electricity in the Household.
- Miss Julia McWhorter* Watkinsville, Ga.
The Cultural Value of Industrial Education in the Rural School.
- Miss Annie Newton* Machen, Ga.
Value of Woodwork in Georgia's Common Schools.
- Miss Lurline Nix* Commerce, Ga.
The Ideal Kitchen.
- Miss Sara Pye* Thomaston, Ga.
The Work of the Consumers' League.
- Miss Emma Robson* Sandersville, Ga.
Industrial Colleges in Georgia.
- Miss Mary Russell* Winder, Ga.
Efficiency in the Home.
- Miss Emma Smith* Bartow, Ga.
Domestic Art.
- Miss Marie Stembridge* Milledgeville, Ga.
Meaning and Value of Domestic Science in Small Community.

- Miss Gussie Tabb* *Stellaville, Ga.*
Domestic Science in Rural Schools.
- Miss Annie Mary Thigpen* *Sandersville, Ga.*
The Economic Movement
- Miss Lollie Tripp* *Acworth, Ga.*
How Domestic Science Helps the Woman Who Does Her Own Work.
- Miss Julia Troutman* *Milledgeville, Ga.*
House Furnishing a Basis for Home Making.
- Miss Maggie Videtto* *Augusta, Ga.*
The Saving of Waste.
- Miss Jennette Wells* *Mountville, Ga.*
The Cultural Value of Domestic Art.
- Miss Clyde Womack* *Blakely, Ga.*
The Evolution of the Housewife.
- Miss Lurline Wood* *Harrison, Ga.*
Renovating the Kitchen.

COLLEGIATE NORMAL SENIORS

- Miss Alberta Alexander* *Atlanta, Ga.*
The War Against the Great White Plague.
- Miss Cleo Arthur* *Commerce, Ga.*
Education for Rural Life.
- Miss Nina Bailey* *Satilla Bluff, Ga.*
The Value of the Rural School Library.
- Miss Irene Baird* *Grovania, Ga.*
The Need and Value of Medical Inspection in the Public Schools.
- Miss Pearl Barksdale* *Atlanta, Ga.*
Value of Arithmetic.
- Miss Bessie Barnes* *Bullochville, Ga.*
The Origin, Progress and Equipment of the Playgrounds.
- Miss Mae Henderson* *Maysville, Ga.*
Play Element in Education.
- Miss Eula Hitchcock* *Dallas, Ga.*
A Plea for Playgrounds.
- Miss Fannie Lou Jackson* *Stephens, Ga.*
The College in the Service of the Nation.

- Miss Ruby Claire Johnson*..... *Hazlehurst, Ga.*
Changing Ideals of Men Through the Ages.
- Miss Blanche Johnston* *Lumpkin, Ga.*
Pensions for Teachers.
- Miss Zelma Jones* *Senoia, Ga.*
Open Air Schools.
- Miss Jewell Jordan* *Dawson, Ga.*
The Health and Sanitary Conditions of Our Rural Schools.
- Miss Margaret Keith* *Oakland, Ga.*
The Trend of Modern Education.
- Miss Florence Langford* *Conyers, Ga.*
The Play Element in Education.
- Miss Katie Lanier* *Savannah, Ga.*
Education as Adjustment.
- Miss Ruby Lasseter* *Luthersville, Ga.*
The School Garden as an Educational Factor.
- Miss Myrtle Lynch* *Willard, Ga.*
The Rural School as a Social Center.
- Miss Lucile Lokey* *Hatchers, Ga.*
The Means of Securing Moral Training in the Rural Schools.
- Miss Nellie E. Lowman* *Montezuma, Ga.*
The South's Great Economic Problems.
- Miss Ethel Lucas* *Reynolds, Ga.*
School Sanitation.
- Miss Emmie Luetje* *Columbus, Ga.*
Athletics for College Women.
- Miss Berta McCurdy* *Comer, Ga.*
The Problem of Retardation.
- Miss Eva McElhannon* *Jefferson, Ga.*
Rural Education.
- Miss Mary Stewart McMichael* *Buena Vista, Ga.*
High School Fraternities.
- Miss Ruth Mansfield* *Pelham, Ga.*
Pets in the School Room.
- Miss Clara Marshall* *Lumpkin, Ga.*
The Modern Conveniences of a Country Home.

- Miss Freddie Massey* Commerce, Ga.
Medical Inspection.
- Miss Ida Fay Mathews* Cordele, Ga.
Sanitation in the Rural Schools.
- Miss Genie Small Mitchell* Acworth, Ga.
The Importance of Oral English.
- Miss Elizabeth Moore* Milan, Tenn.
The Wider Use of the School Plant.
- Miss Mary Moses* Newnan, Ga.
Physical Education.
- Miss Pany Newton* Lola, Ga.
Kindergarten Education.
- Miss Opie Overton* Union Point, Ga.
Kindergarten Training.
- Miss Kate Marie Parker* Fairburn, Ga.
The Educational Awakening of a Rural Community in Georgia.
- Miss Lurline Parker* Fairburn, Ga.
The Emancipation of Labor.
- Miss Edna K. Pounds* Stone Mountain, Ga.
Education for Country Life.
- Miss Lois Powledge* Luthersville, Ga.
Medical Inspection of Schools.
- Miss Gussie Presswood* Milledgeville, Ga.
School Room Sanitation and Hygiene.
- Miss Edith Proctor* Satilla Bluff, Ga.
The Progress of the Negro.
- Miss Annie Ramsey* Phinizy, Ga.
Vocational Training in the Public Schools.
- Miss Sadie Reese* Blythe, Ga.
Industrial Education.
- Miss Gussie Register* Helena, Ga.
Moving Pictures a Factor in Education.
- Miss Nanette Rozar* Carrollton, Ga.
The Library an Educator.
- Miss Mary Sams* Greenville, Ga.
The High School Library.

- Miss Katherine Scott* *Milledgeville, Ga.*
The Value of Story Telling.
- Miss Mamie Scott* *Waynesboro, Ga.*
The Value of Nature Study in the Schools.
- Miss Ruth Searcy* *Milledgeville, Ga.*
The Great Need of the Elementary School.
- Miss Bertie Tanner* *Lawrenceville, Ga.*
Agricultural Education.
- Miss Gladys Tappan* *White Plains, Ga.*
The Importance of Music in Public Schools.
- Miss Ruth Alice Taylor* *Thomasville, Ga.*
The Need and Value of Music in the Public School.
- Miss Lillie Trammell* *Morrow, Ga.*
The Importance of Beautifying the Rural School.
- Miss Inez Trapp* *Reynolds, Ga.*
Past and Present Rural Schools.
- Miss Anna Wagnon* *Milledgeville, Ga.*
History of the Georgia Normal and Industrial College.
- Miss Carrie Ward* *Lumpkin, Ga.*
Rural Education: Its Importance and the Kind Needed.
- Miss Jennie Ward* *Washington, Ga.*
Georgia's Agricultural Resources and Possibilities.
- Miss Mabel Williams* *Locust Grove, Ga.*
Study of Pictures.
- Miss Sallie Wilson* *Butler, Ga.*
Retirement Fund for Teachers.
- Miss Nell Wise* *Lovejoy, Ga.*
The Problem of the School Lunch.
- Miss Genie Claire Barnes* *Milledgeville, Ga.*
The Value of Magazines in the School.
- Miss Beulah Batchelor* *Eatonton, Ga.*
Manual Training.
- Miss Kathleen Bayne* *Milledgeville, Ga.*
Physical Education and Life.
- Miss Ina Billings* *Damascus, Ga.*
Education for Rural Life.
- Miss Gladys Irene Bird* *Statesboro, Ga.*
The Value of School Excursions.

- Miss Katie Briscoe* Covington, Ga.
Education and Crime.
- Miss Louise Bryant* Lexington, Ga.
The Need of Vocational Training.
- Miss Blanche Camp* Dallas, Ga.
The Cultural Value of the Study of Poultry.
- Miss Mattie Cheves* Montezuma, Ga.
Vocational Guidance.
- Miss Marie Cole* Senoia, Ga.
The Influence of the Georgia Normal and Industrial College
Upon the State.
- Miss Christine Coleman* Devereux, Ga.
The Playground Movement.
- Miss Elah Covert* Summitt, Ga.
Means by Which Teachers in Service May Measure up to the
Highest Efficiency.
- Miss Ruth Croker* Dallas, Ga.
Parent-Teachers' Association.
- Miss Mae Culpepper* Fayetteville, Ga.
School Sanitation.
- Miss Inez Dorminy* Fitzgerald, Ga.
The Necessity of Agriculture in Rural Schools.
- Miss Mamie Lee Eubanks* Fort Valley, Ga.
Provision for the Exceptional Child in the Grades.
- Miss Lottie Fletcher* Statesboro, Ga.
The Training for Rural School Teachers.
- Miss Annie Laurie Garner* Buford, Ga.
Education for Social Efficiency.
- Miss Sallie Mae Gibson* Agricola, Ga.
The Importance of Medical Inspection in the Public Schools.
- Miss Carrie Glausier* Baconton, Ga.
Education for Defectives.
- Miss Bessie Bruce Harris* Albany, Ga.
Why Temperance Should Be Taught in the Schools.
- Miss Addie Helms* Dallas, Ga.
How the Rural Schools May Be More Closely Related to the
Life and Needs of the People of Georgia.

GEORGIA'S STATE COLLEGE FOR WOMEN

The Georgia Normal and Industrial College is located at Milledgeville, Ga., and is the state college for women. Beginning its work twenty-two years ago, the college has grown constantly in the favor of the people of Georgia, until this year it has been unable to admit even one-half of the students who applied for entrance. From the beginning the institution has been a leader in educational reform in Georgia, being the first, or among the first, to undertake Normal Training, Home Economics and the Agricultural Sciences, and among the first to give marked emphasis to the Physical Education of girls. It was the first college for women in the state to break away from purely traditional lines of work, and bring education closer to the home life and vocational needs of young women.

COURSE OF STUDY

At the Georgia Normal and Industrial College the aim of education gives special emphasis to each of the following points:

1. The development of the **individual**.
2. The adjustment to life.
3. The attainment of scholarship.

The Georgia Normal and Industrial College offers three distinct courses of study: 1st, Collegiate; 2nd, Normal; 3rd, Industrial. Students may choose work in any one of these departments. In recent years the students have shown the greatest preference for the Normal and Industrial Departments, and it has been the policy to bring the course of study closer to life, emphasizing such studies as English, Science, Domestic Science, Domestic Arts, Manual Arts, Drawing, Normal Work, Singing, Physical Training, Physiology, Hygiene, Biology, Horticulture, Agriculture, Floriculture, and Poultry Culture.

GRADUATING CLASS

The graduating class of this college this year consists of 124 members. This is the largest class ever graduated at this institution. In fact, this is the largest class ever graduated from a Georgia college. Nearly one-third of the members of this class have specialized in Home Economics and most of these will be prepared to teach this subject in the school of the state.

Nearly two-thirds of the class have specialized in normal work and will be prepared to undertake teaching in the public schools of Georgia.

Of the entire class only eight members have specialized in the collegiate department. Several of these graduates are prepared to teach Latin, Mathematics, History, Science and English. It is a remarkable fact that out of this large class only eight have chosen the collegiate course; that is, less than 7 per cent of the class have chosen the traditional course; whereas more than 93 per cent of the class have specialized in the departments more closely related to life and more distinctly vocational; that is, in the Normal, Agricultural and Home Economic subjects.

COLLEGIATE DEPARTMENT.

The college offers liberal courses of study to the young women of the state who desire to take a full collegiate diploma. For instance, Latin is elective in the Normal and Industrial departments, but in the Collegiate department this subject is required, a minimum of five years of Latin being required before the completion of the course. In order to receive the collegiate diploma a student must complete a course of study equivalent in time requirements to the standard at the University of Georgia. The student should have credits for 14 units of work before being allowed to register formally for the collegiate course; afterwards she must complete satisfactorily four years' course of study (that is, 16 units of work of college grade). This regulation began to apply September, 1912, beginning with the freshman class.

NORMAL DEPARTMENT.

The aim of this department is to prepare efficient teachers for the graded and rural schools of Georgia. In addition to the regular Academic and Industrial studies, professional courses are offered in Psychology, History of Education, Methods of Teaching, and School and Classroom Management.

Courses in observation and practice teaching are offered in the training department, which includes the eight grades of a model elementary school. These courses are given throughout the senior year and student teachers are under expert supervision and criticism.

Provision is also made for a short Normal Training Course for a limited number of prospective teachers who are financially unable to remain in school for the full four years' course. This special course emphasizes the preparation of teachers for the rural school. A great deal of stress is placed on the accumulation in the library and reading rooms of reports by educational commissions and expert educational workers who are contributing directly to the better adjustment of the schools to the needs of the times. Reports from the United States Bureau of Education and the State Department of Education and scores of School Journals are made the basis of class conferences on current educational tendencies and achievements.

There are ten men and women on the teaching staff of the College who devote their time exclusively to the training work in the Normal Department, and over thirty others give instruction in related Academic and Industrial subjects of special interest to teachers.

HOME ECONOMICS.

Among all Georgia colleges, the Georgia Normal and Industrial College has been the first to give recognition to the household sciences and arts. These subjects are now becoming popular in nearly all the schools for women and in many universities. The pioneer in this work in our state, however, has been the Georgia Normal and Industrial College, and especially during the last eight years, much emphasis has been given to the study of home economics. The recent progress in this direction is readily shown by the table on the following page:

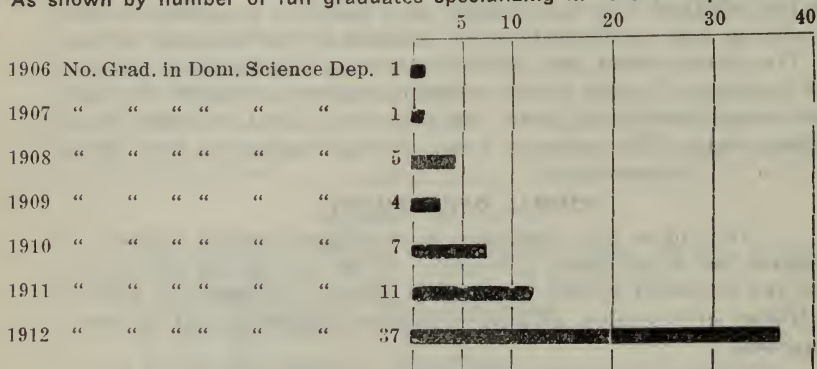
HOME ECONOMICS

At The Georgia Normal & Industrial College

Milledgeville, Ga.

REMARKABLE GROWTH OF INTEREST IN DOMESTIC SCIENCE AND DOMESTIC ART

As shown by number of full graduates specializing in these departments.



The 37 seniors specializing in Domestic Science constituted less than one-third of the regular Senior Class of the College, the complete class roll being 120.

REMEMBER!

- That ten billions of dollars are expended annually in the United States for food, clothing and shelter—with greater knowledge and efficiency, better satisfaction could be obtained and one billion dollars saved for higher things.
- That half a million lives are cut short and five million people are made ill by “preventable” diseases every year—with universal knowledge of hygiene and sanitation all deaths and illness from such causes could be prevented.
- That six hundred thousand infants under two years end their little span of life yearly, while millions of children fail to reach their best physical development because their mothers and fathers understand not how to care for them in the light of science—with more knowledge at least half the number of babies could be saved and the physical standard raised immeasurably.
- That thousands of homes are wrecked, tens of thousands of lives are ruined, and hundreds of thousands are made unhappy because the home-keepers of our country have no training in the greatest of all professions, the “profession of home-making and motherhood”—only through such education can present domestic difficulties be solved and the modern home contribute all that it should to happiness and well being.
- That all must live in some sort of a home—that every one finds his chief happiness there—that character is developed there—that no great advance, spiritual or material, is possible which does not begin with the home—that the home-makers of America have the making of the nation.
- That on the breadth and strength of the base depends the height of a pinnacle—on the home foundation we rear the pinnacle of all that is good in state or individual.

—American School of Home Economics.

and furnished in simple and refined taste. In addition to the ordinary furniture, each room contains a small closet and also each room is supplied with a lavatory, having both hot and cold water. This dormitory accommodates 136 students, besides having apartments for the matron.

8. THE NEW AGRICULTURAL AND SCIENCE BUILDING completed in September, 1911. It is used for class rooms.

9. Recently, nearly thirty new pianos have been added to the equipment of the music department; in the dormitories, new mattresses have been supplied and much of the old furniture has been replaced by new furniture; the rear part of the campus has been improved and the grounds have been leveled and prepared for play grounds and tennis courts. Altogether, nearly \$60,000 has been spent for improvements and furniture during the past five years; including improvements made and the buildings erected nearly \$250,000 has been added to the value of the plant of the College during the past eight years.

PURPOSES OF THE COLLEGE

The object of the State in establishing and supporting this school is to provide for the young women of Georgia an institution in which they may get such special instruction and training as will prepare them to earn their own living by the vocation of teaching or by those industrial and fine arts that are suitable for women to pursue. Subsidiary to this main object, the institution also teaches those branches of learning that constitute a good general education. It furthermore instructs and trains its pupils in those household arts that are *essential to the complete education of every woman, whatever her calling in life may be or in whatever sphere of society she may move.*

In other words, the purpose of the College is to prepare Georgia girls:

1. To do intelligent work as teachers, according to the best methods known to modern pedagogics.

2. To earn their own livelihood by the practice of some one or other of those industrial arts suitable for women to follow.

3. To exert an uplifting and refining influence on family and society by means of cultured intellect, which can only be attained by a systematic education in the higher branches of learning.

4. To be skillful and expert in those domestic arts that lie at the foundation of all successful housekeeping and home-making.

To accomplish these several educational purposes, the course of study pursued in the school is divided, in a general way, into three principal departments, namely:

1. The Normal Department.
2. The Collegiate Department.
3. The Industrial Department.

Many of the studies pursued in the College belong in common to all of the departments, but in certain lines of study the departments differentiate, giving rise to the above threefold classification.

COURSE OF STUDY

FRESHMAN CLASS

Mathematics. (Five times a week.)

I. Algebra, Hawkes, Luby and Touton's.

II. Geometry, Wentworth and Smith's Plane Geometry.

English. (Five times a week.)

I. Literature: American Short Stories, Edited by E. E. Hale; Ivanhoe; Julius Caesar; Selections from American Poets; Required Home Reading—One book read and reported on each month.

II. History of American Literature; Text-book, Tappan's American Literature.

III. Composition and Rhetoric; Text-book, Herrick and Damon's; Themes.

Review English. (Twice a week.)

Composition and Grammar.

History. (Three times a week.)

Westermann's Ancient History.

Latin. (Five times a week.)

I. Caesar, Books I-IV.

II. Prose Composition; Roman History; Grammar.

(In the work of the Freshman class a student may omit either Latin or Science; one of these subjects, however, is required of every student.)

Science. (Five times a week.)

I. Agriculture, Burkett, Hill and Stevens.

II. Botany, Bailey's.

Physical Training. (Required of all students twice a week.)

Free-Hand Drawing. (Required of all students twice a week.)

Chorus Singing. (Required of all students at Chapel Exercises.)

Sight Singing. (Required of all students once a week.)

Sewing. (Required of all students twice a week.)

Extra Subjects. (Elective.)

Music, Cooking, Dressmaking, Millinery, Stenography, Typewriting, Bookkeeping, Manual Training, Review Arithmetic. These subjects are not considered a part of the regular Freshman course of study; however, when a Freshman student has sufficient time and ability she may be allowed to take one of these subjects as an extra study. Also, special students who are not working towards a diploma and who do not take all the Freshman work may be allowed to take some of these studies as specials or extras. There is no tuition charge for any of these extra studies except music. See page 43. No student will be allowed to undertake extra studies beyond the regular prescribed course of study unless the proper authorities are convinced that the student has the time, the ability and the health necessary for the successful performance of the extra work.

SOPHOMORE CLASS

English.

I. Literature: Idylls of the King; English Essays (Bronson's Text); Merchant of Venice; The Cloister and the Hearth; Required Home Reading—One book read and reported on each month.

II. Composition and Rhetoric; Text-book, Herrick and Damon; Themes.

History. (Half year course, either Fall or Spring term.)

History of Western Europe, Robinson.

Manual Training. (Half year course, either Fall or Spring term.) Basketry; Stenciling; Clay Modeling; Block-Printing; Leather Tooling.

Physics. (Half year course, Fall term.)

Higgins. Laboratory Experiments.

Chemistry. (Half year course, Spring term.)

Brownlee. Recitations three periods a week.

Laboratory experiments two periods a week.

Floriculture. (Half year course, either Fall or Spring term.)

Rexford's Home Floriculture. Practical Laboratory Work. A Work. A course of two lectures and two laboratory periods a week for one term. The work takes up the preparation of the soil, many forms of plant propagation as cuttings, layerage, seeds, spores, budding and grafting; and a study of such plants as the rose, palms, ferns, bulbs, etc.

Latin.

Cicero's Orations, Four Against Catiline and the Pro Archia; Ovid; Prose Composition; Grammar.

Mathematics. Geometry. Wentworth and Smith's Plane and Solid Geometry.

Physical Training. (Four times a week.

Chorus Singing. (Five times a week at Chapel Exercises.)

Sight Singing. (Once a week.)

In the Sophomore Class a student must take English (1 unit), Physics ($\frac{1}{2}$ unit), Chemistry ($\frac{1}{2}$ unit), History ($\frac{1}{2}$ unit), Manual Training ($\frac{1}{2}$ unit), Physical Training Chorus Singing, Sight Singing, and must choose one unit from the following: Latin (1 unit), Mathematics (1 unit), Floriculture ($\frac{1}{2}$ unit), Extra Subjects ($\frac{1}{2}$ unit).

Extra Subjects. (Elective.)

Music, Cooking, Dressmaking, Millinery, Stenography, Typewriting, Bookkeeping, Free-Hand Drawing, Special Normal Work (short course for teachers). These subjects are not considered a part of the regular Sophomore course of study; however, when a Sophomore student has sufficient time and ability she may be allowed to take one of these subjects as an extra study. Also, special students who are not working towards a diploma and who do not take all the Sophomore work may be allowed to take some of these studies as specials or extras. There is no tuition charge for any of these extra studies except music. See page 43. No student will be allowed to undertake extra studies beyond the regular prescribed course of study unless the proper authorities are convinced that the student has the time, the ability and the health necessary for the successful performance of the extra work.

JUNIOR CLASS

English.

I. Literature. Elementary studies in epic poetry, developed through the study of a folk epic. The Drama; Macbeth, Hamlet.

II. History of English Literature (Long).

III. Technique of the Drama.

Domestic Science. (Required of all Juniors.)

I. Theory of Foods:

1. The Nutritive and Economic Value of Foods.

2. The Composition and Digestibility of Foods.

3. Dietetics; (Text: Human Foods, by Snyder; Library Readings).

II. Household Management:

1. Problems in Simple Home Planning and Furnishing—Heating, Lighting, Ventilation, Water Supply, Plumbing.

2. Division of Time and Labor in the Home.

3. Household Expenditures and Accounts.

III. Laboratory Work: (Three to four hours a week.)

1. Experimental Work in Foods.

2. Practical Course in Cooking of Foods.

3. Planning and Serving of Meals.

Pedagogy.

I. Psychology, Halleck.

II. History of Education, Seeley.

III. Method in Education.

IV. Child Study.

V. Library Readings.

Biology. (Half year). Bailey and Coleman; Lectures and Laboratory work.

Chemistry. (Half year). Remsen's Briefer Course; Recitations three times a week and Laboratory work three periods a week.

Mathematics. Trigonometry, Wentworth's.

Latin. Virgil's Aeneid, Books I., II., III., IV.; Livy, Book XXI., XXII.; Versification; Prose Composition; Mythology; Grammar.

Mechanical Drawing. (Twice a week.) Working Drawings; House Plans.

Physical Training. (Twice a week.)

Chorus Singing. (Five times a week at Chapel Exercises.)

Sight Singing. (Once a week.)

Extra Studies. (Elective, as in the Sophomore and Freshman Classes.)

(In the Junior year, students may choose one of three courses: Collegiate, Normal or Industrial (Domestic Science and Domestic Art, or Business). All Juniors are required to take English, Domestic Science, Normal Work (Psychology and History of Education), Drawing, Physical Training, Singing, and to choose other studies after consultation and approval of the various departments.)

SENIOR CLASS

English.

- I. The Pedagogy of Literature and Composition.

Text: Chubb's Teaching of English; Study of selections for use in Primary, Grammar and High Schools.

- II. Literature: The Novel—Silas Marner, Selections from English Poetry (Ward Vol. IV.) Emerson's Essays. Required Readings and Themes.

Manual Training. Wood Work—Furniture Making.

Latin. Horace, Odes and Epodes; Cicero, de Senectute; Versification; Prose Composition; Roman Literature.

Mathematics. Analytical Geometry; Review Arithmetic.

Science.

- I. Organic and Food Chemistry; Text, Moore.

- II. Chemistry of Food and Nutrition, Sherman; Laboratory Manual of Food and Nutrition, Bevier and Usher.

Physical Training.

Chorus Singing.

Sight Singing.

Normal Work.

- A. Lectures and Recitations.

- I. Method of Education, Roark.

- II. School Management, Dutton.

- III. Philosophy of Education, Horne; Library Readings.

- IV. Current Pedagogical Literature, Library Readings.

- V. Review in Arithmetic.

- VI. Review in Drawing—Perspective; Water Color; Hand Work.

- VII. Review in Geography.

- VIII. Review in American History.

- IX. Review in Physiology.

- X. Pedagogy of Literature and Composition (See English Department.)

- XI. Agriculture, Botany, Nature Study (See Science Department).

- B. Practice Teaching throughout the year in the Training School.

Home Economics.

- A. Domestic Science.

- I. Advanced Course in Theory of Foods.

1. Review and continuation of work of Junior year.

2. Study of production and composition of raw food material, as: cereals, meats, dairy products, fruits, vegetables, beverages, spices, and condiments.

3. Methods of Food Preservation.

4. Food Adulteration.

5. Marketing.

6. Dietetics.

- II. Advanced Course in Cookery.

1. Experimental Work.

2. Selection, Preparation, Care and Manipulation of Food Materials.

3. Invalid Cookery.

4. Planning and Serving of Meals.

- III. House Sanitation: Structure and Situation of House; Drainage; Water Supply; Ventilation; Heating; Lighting; Plumbing; Cleaning; Laundry Work.

IV. Household Bacteriology.

1. Nature and Distribution of Molds, Yeasts, and Bacteria.
2. Relation of Micro-organisms to,
 - (a) Preparation of Food.
 - (b) Preservation of Food,
 - (c) Health of Homes,
 - (d) Bacteria in Ice, Water and Milk.

V. Methods of Teaching Domestic Science.

1. Planning of Course of Study.
2. Class Management.
3. Laboratory Equipment.
4. Observation and Practice Teaching.
5. Lecture Demonstrations.

VI. Chemistry of Food Nutrition (See Science Department).

B. Domestic Art.

I. Theory and Practice.

1. Hand Sewing: Fundamental stitches, seams, fells, and hems applied to simple problems suitable for grade sewing.
2. Machine Sewing: The use and care of machines used in garment making and simple dressmaking.
3. Pattern Making: Simple straight rule drafting and adaptation of commercial patterns.
4. Economic and artistic value of proper selection of clothing and home furnishings.
5. Repair and Care of Clothing: Patching, darning, and general care of garments and household furnishings.
6. Embroidery: Ornamentation of household linens and furnishings, and garments.
7. Weaving, Knitting and Crocheting.
8. Design and Color: In relation to dress and the home furnishings.
9. Textiles: History of development of textile industries. The four leading textiles studied in relation to their use in the home and dress.

II. Discussions and Methods of Teaching Domestic Art.

1. The aim of and the relation it bears to education in Elementary schools; Secondary schools.
2. Planning of Courses of Study.
3. Class Management.
4. Laboratory Equipment.

III. Observation and Practice Teaching.

Agricultural Sciences.

I. Agriculture and Nature Study. (Two periods a week for a year.)

1. Study of the soil.
2. Soil drainage and irrigation.
3. Plant foods: their value and application.
4. Plant Propagation.
5. Plant enemies—insects and diseases.
6. Care of trees.
7. A few of the principal farm crops—cotton, corn, etc.
8. Farm conveniences—Roads, water supply, lighting.
9. Study of the common birds.
10. Study of the common trees.
11. Study of the common weeds.
12. Consideration of material from teacher's standpoint.

II. Poultry Culture:

Half year course dealing in a practical way with raising poultry. Every student taking this course will, if possible, have actual charge of an incubator, brooder and a yard for a short time.

III. School Gardening :

1. Preparation
 - (a) Making of cold frames.
 - (b) Study of uses and value of cold frames
 - (c) Making of school garden.
2. Cultivation of plants in cold frames in winter months.
3. Cultivation of plants in garden in spring.
4. Observation of Training School gardens.
5. Study of applications and values of gardening for school work.

DIPLOMAS

There are three departments: The Normal, the Industrial, and the Collegiate.

- I. FOR THE NORMAL DIPLOMA students take the work for the Freshman, Sophomore and Junior years as outlined above, and in the Senior year take Pedagogy, Teaching, the four review courses, and such other courses as are elected with the advice of the head of the Normal Department and the approval of the President.
- II. FOR THE DOMESTIC SCIENCE DIPLOMA students take the work of the Freshman, Sophomore and Junior years as outlined above, and in the Senior year take Domestic Science, Domestic Arts, the Chemistry of Foods, and such other courses as are elected with the advice of the head of the Department of Domestic Science and the approval of the President.
- III. FOR THE COLLEGIATE DIPLOMA students take the work of the Freshman, Sophomore, Junior and Senior years as outlined, including Latin and Mathematics.

(Beginning with the Fall Term 1912, the requirements for the Collegiate Diploma will be as follows: In order to receive the Collegiate Diploma a student must complete a course of study equivalent in time requirements to the standard at the University of Georgia. The student should have credit for 14 units of work before being allowed to register formally for the Collegiate Course; afterwards the student must complete satisfactorily a four year's course of study (that is, 16 units of work of college grade). This regulation will begin to apply September, 1912, beginning with the Freshman class).

- IV. FOR THE BUSINESS DIPLOMA students take the work of the Freshman and Sophomore years as outlined above. In Junior and Senior years they take the regular business courses (book-keeping, stenography and typewriting) and such academic courses as are approved by the President and the teachers of the Business Department.

CERTIFICATES

Several special departments of the College offer Certificates of Proficiency to special students who complete the work of the departments satisfactorily and who have taken a specified amount of work in the collegiate studies.

SPECIAL STUDENTS

All students are expected to take a regular course of study leading to a diploma unless there is some good reason to the contrary. Where students can not remain at the College long enough to take the regular course and where a special course is agreed upon, the student should

take, besides her special studies, English and one other academic study.

1. SPECIAL NORMAL COURSE.—Young ladies who expect to teach and who can remain in College only one year, may take the special Normal course, provided they have sufficient scholarship to enter the Sophomore class, or provided they can submit satisfactory reasons to the director of the Normal Department. The work required will include an elementary course in Psychology, in Methods, and in Observation and practice teaching along with English and other studies in the regular Freshman or Sophomore class or other classes as may be approved.

2. SPECIAL BUSINESS COURSE.—Those who are able to pass satisfactorily examinations in English, Arithmetic, Geography, and United States History, may take a special course in business. This course includes Bookkeeping, Stenography, and Typewriting, English in some of the College classes, commercial Arithmetic, Business Forms and Correspondence, and Penmanship, if necessary. Students may specialize in the Bookkeeping or Stenography, or they may take both.

Pupils who complete this course satisfactorily should be not less than sixteen years of age, and should be able to pass satisfactorily the examination for entrance into the Sophomore class in English, and the Freshman class in Arithmetic. Graduates in this special course will be given a Certificate of Proficiency.

3. SPECIAL DOMESTIC SCIENCE.—All regular students must take Domestic Science in the work of the Junior year.

The Special Domestic Science course, however, is intended for advanced students who are not working for a regular diploma, but who wish to come to the College to devote a greater part of their time to this work. Such students will be expected to take the regular course in Domestic Science and also the Normal course in Domestic Science, as described on page 49. In addition to this, some work should be taken in the Academic studies.

4. SPECIAL DOMESTIC ARTS.—Sewing is required of all students in the Freshman class. This requires one and one-half hours of work each week. Students who enter as high as Sophomore or Junior must make up this work in Sewing.

The regular students in the Freshman or Sophomore class, if they have extra time, may take work in Dressmaking or in Millinery. However, there may be a few students who wish to give most of their time to work in Domestic Arts and, if agreed upon, such persons may take what is known as Special Domestic Arts Course including most of the work described on page 52.

5. SPECIAL MUSIC.—Regular students of good health and good scholarship may be allowed to take music in addition to the regular work; however, a few students of sufficient maturity and advancement in music may be admitted as special music students and give most of their time to musical studies. It should be clearly understood, however, that students are admitted to the special music course only upon special agreement and when satisfactory reasons are given.

PROMOTIONS

In recognition of the individuality of students, promotions in the college classes are made by *subjects* rather than by *classes*. For example, a student who does good work in English will be promoted in that subject, even though she may fail in others; a student who is proficient in Mathematics may be Sophomore in that subject, although she is only Freshman in Latin.

ENTRANCE EXAMINATIONS

Every new student applying for admission into any class is subject on her arrival at Milledgeville to class examinations in the subjects indicated in the course of study found on pages 16-23. While the Faculty take great care not to make these examinations too hard, they are a thorough test of the student's fitness to enter the class for which she applies. Students who are not thorough and accurate in their work should not expect to enter the higher classes though they may have completed some of the studies of those classes.

In the examinations, special emphasis will be placed on English and Mathematics for all students from the lowest to the highest classes. Students taking the regular course and applying for the higher classes, must also show an accurate knowledge of the subjects indicated in the regular course of study.

1. For the Freshman class, students will be given a thorough test in Arithmetic, Algebra, in English Grammar, and in English Composition; also a general knowledge will be expected of Geography and United States History. An examination will be required in Latin (Collar and Daniell's First Year Latin or its equivalent). However, students in the Normal and Industrial Departments may enter without Latin, provided they are able to stand satisfactory examinations in Domestic Science and Physiology.

2. For the Sophomore class, students will be examined in the subjects embraced in the course of study for the Freshman class as found on page 16. Students admitted to the Sophomore class will be expected to make up the short course in sewing required in the Freshman year.

3. For the Junior class students will be examined in the subjects embraced in the course of study for the Freshman and Sophomore years. Sewing must be made up. Drawing may be taken two years in Junior and Senior classes.

ACCREDITED SCHOOLS

Students from Accredited Schools will be admitted without examination on the same basis of accredited units as at the University. Ordinarily graduates of accredited High Schools enter the Sophomore class.

The proper certificates signed by the Principal must be presented.

DEPARTMENT OF ENGLISH

Review English. (Required of all Freshmen and of other students who may need instruction. Two hours a week. Credit, one-half unit.) This course is largely a drill in grammar and elementary forms of composition. Copious exercises are required.

Freshman English. (Required of all Freshmen. Five hours a week all the year. Credit, one unit.) The work in this course is about equally divided between literature and composition, and the two aspects of the work are closely correlated and made to reinforce each other. In literature, several short stories and poems, one novel and one of Shakespeare's plays are studied for theme, method of development, structural aspects, relation of theme and plot, etc. Reports are required on magazine articles and home reading of books for the sake of culture and oral expression. A brief history of American Literature with American poems is studied for the purpose of making the student familiar with the main facts concerning the work of the standard American writers. Text-books, in literature, American Stories, (E. E. Hale, Jr.), *Ivanhoe*, *Julius Cæsar*; in composition, Herrick and Damon; Tappan's American Literature.

Sophomore English. (Required of all Sophomores. Four hours a week, all the year. Credit, one unit.) The work in this course is developed on the same lines as that of Freshman year, but somewhat more is made of general principles of criticism, and of comparison with other treatments of the themes of the masterpieces being studied. Reports on magazine articles and home reading are required as in the Freshman year. Text-books, in literature, *Idylls of the King*, *Merchant of Venice*, *Bronson's English Essays*; in composition, Herrick and Damon's *Composition and Rhetoric*.

Junior English. (Required of all Juniors. Four hours a week all the year. Credit, one unit.) In the work of this year, though careful study is made of individual classics, these are so chosen as to develop the general principles underlying two of the great forms of literature, the epic and the drama, and to show how the development of literature is determined by the outlook on life of the people from whom the literature arose. Homer's *Iliad* (in translation of course) is first studied both for epic treatment of theme and as representing the rise of literature among the Greeks. Later, a brief history of the rise and progress of the English literature is studied, with special reference to the evolution of art and thought among English-speaking people; in connection with this course a few lectures are given on the literature of other nations. In the second half of the year the class turns to more difficult English literature, and by similar methods studies two of Shakespeare's tragedies. At the close of the year a course is given in the *Technique of the Drama*. Text-books, *The Iliad* (Lang, Leaf and Myer), *Macbeth*, *King Lear*, *Long's English Literature*.

Senior English. The first half of the year is occupied with the *Pedagogy of English*. (See introductory remarks above, third point.) In connection with the use of the text-book, there is a detailed study of literary material suited for use in the grades of the Elementary and the Grammar School. In the second half of the year the work of the Junior year is continued, emphasis now being placed on the novel and the lyric. At the close of the year, several of Emerson's essays on literary subjects are studied by the class. This work is required of all Seniors in the Collegiate and Normal Departments. Four hours a week. Credit, one unit.

DEPARTMENT OF MATHEMATICS

Under the department of Mathematics are grouped the courses in Arithmetic, Algebra, Plane and Solid Geometry, Trigonometry and Analytic Geometry. While the work in each subject is in a measure complete in itself, the courses of this group constitute a progressive study in this human knowledge.

Arithmetic-Review Course (Half Unit.) Review of fundamental operations; analysis of simple typical problems; denominate numbers; common and decimal fractions; the familiar commercial processes of calculation, interest, discount and percentage; ratio, proportion, and mensuration.

Algebra Freshman Course. The first effort is to generalize Arithmetical operations; the second to develop the equation as a means of studying the relations of quantities. Emphasis is put upon the correct use of signs and the thorough mastery of the four fundamental operations. Special attention is given to the principles of factoring and fractions. This course extends throughout the fall term, and while it covers the ground of good high school instruction in the subject, the work is more intensive and thorough. It extends through graphs and radicals, with some work in quadratics.

Plane Geometry (One Unit) extends throughout the latter half of Freshman and the first half of the Sophomore year. Memory work is discouraged and the pupils are incited to form the habit of earnest, original, mathematical investigation. To this end, original work is required from the beginning. The course covers the five books of Plane Geometry.

Solid Geometry (One-half Unit). Elective for all students save applicants for collegiate diplomas. This is an elective course given in the second term of the Sophomore year. Besides the study of lines, planes, and polyhedrons, considerable time is devoted to the solution of Arithmetical problems.

Plane Trigonometry (Half Unit). Elective for all students save applicants for collegiate diplomas. This is an elective course in the Junior year. All important theorems of plane Trigonometry are demonstrated. The work includes the measurement of angles, trigonometric functions and their fundamental relations, and the solution of right and oblique triangles. The practical application of the science to the measurements of heights and distances receives special attention.

Analytic Geometry (One Unit). Completes the work in Mathematics for the collegiate Seniors.

Senior Arithmetic (Half Unit). In the work in Arithmetic, the aim is to extend and systematize the student's knowledge of the subject, to give a clear comprehension of the basic principles, to secure accuracy and rapidity in its fundamental operations, to develop power to explain solutions in clear, concise language, to fix habits of neatness and orderly arrangement of written work, and to teach the application of principles and processes to the practical problems of life.

The daily work in class room seeks to prepare the student for thorough and practical teaching of the subject.

DEPARTMENT OF HISTORY

In modern education every subject must have a clearly seen value in a course of study. No study should exist in a curriculum for tradition's sake only. History has a strong claim for its presence and existence in the curriculum of a Normal School. Race experience is a great criterion upon which to base the future. History is a source of patriotism as also a re-enforcement to religion and character. The course of History in the G. N. & I. C. consist of two lines of study, viz.: The general development of Europe and European Institutions and those of our own country.

The detailed course is as follows:

FRESHMAN CLASS.

Ancient History, Westerman, three times a week for the entire year.

SOPHOMORE CLASS.

Modern History (Robinson), four times a week for a half year.

SENIOR CLASS.

American History (Hart's Essentials), twice a week for a half year.

DEPARTMENT OF LATIN

The immediate aim of this department is to secure intelligent translation into idiomatic English. The following necessary means are stressed:

1. A thorough knowledge of all forms of declension, conjugation and comparison.
2. The proper method of translation, that is, getting the thought in the word order of the Latin; then the expression of this thought in good, idiomatic English.
3. A reasonable amount of work in construction.
4. Constant practice in translation at sight and hearing.

The ultimate aim is to stimulate an appreciation of the subject matter as literature and to open to the student's understanding and interest a civilization which has contributed so largely to our own.

COURSE OF STUDY

SUB-FRESHMAN. Collar & Daniell's First Year Latin, completed. One unit.

FRESHMAN. Caesar's Gallic War, Bks. I-IV.; Roman History; Prose Composition; Practice in reading at sight and hearing. One unit.

SOPHOMORE. Cicero: The Catilinarian Orations; Pro Archia; Prose Composition; Practice in reading at sight and hearing; Four weeks of Ovid, beginning the study of versification. One unit.

JUNIOR. Virgil, Bks. I-IV.; Dactylic Hexameter; Mythology; Livy; Selections from Bks. XXI. and XXII.; Prose Composition; Practice in reading at sight and hearing. One unit.

SENIOR. Horace, Odes and Epodes; Lyric Meters of Horace; Roman Literature; Private Life of the Romans; Cicero, de Senectute. Practice in reading at sight and hearing. One unit.

DEPARTMENT OF CHEMISTRY AND PHYSICS

PHYSICS. (Sophomore, Fall Term.) A general course in elementary Physics, aiming to ground the student in the science and laws of matter, energy, mechanics, liquids, gases, heat, light, sound and electricity is given, emphasizing the practical application of those principles and laws which are most closely related to life. A special study is made of the phenomena of nature, also of the heating, lighting and water supply of the home.

ELEMENTARY CHEMISTRY. (Sophomore, Spring Term.) A course in elementary Chemistry for three periods a week and two periods of laboratory work for one term. This course aims to familiarize the student with the elementary laws and phenomena of Chemistry, emphasizing the chemistry of everyday life, such as water supply, sanitation and simple household chemistry. This course counts one-half unit.

GENERAL CHEMISTRY. This course consists of lecture (illustrated by experiments) and recitations three periods a week; and work by the students in the chemical laboratory two periods a week. The students are taught to perform the experiments themselves, to observe accurately the changes, and draw conclusions therefrom. The course covers a year's work involving a thorough study of the common elements and compounds, with a view to understanding the nature of chemical energy, the characteristics of chemical phenomena and the laws of chemical action as applied to the solution of everyday problems of life in the home.

ORGANIC AND FOOD CHEMISTRY. Prerequisite, the course in Physics and general Chemistry. This course is intended for advanced students in special Domestic Science work. Such portions of organic Chemistry are selected for study as are necessary for the understanding of Foods and Nutrition, which are as follows: The hydrocarbons of paraffin series, the alcohols, ethers, aldehydes, acids, esters, ketones, and hydroxy-acids. The fats, fatty acids, glycerine and soaps. Carbohydrates-Monosaccharides, glucose, fructose, and galactose. Disaccharides, sucrose, lactose, maltose. Poly-saccharides, cellulose, gums, dextrines, starches. Nitrogen compounds, amines, acid amids, amino-acids, creatine and proteins. Proximate analysis of foods, baking powder, and a study of food adulterants.

PHYSIOLOGICAL CHEMISTRY. Prerequisites, the preceding courses in Chemistry and Physiology. This course is a sequence to the course in organic and food Chemistry, and its aim is to give a thorough knowledge of the composition of the human body, of the chemical and physical changes taking place in the body, and the results of these changes in the digestion and assimilation of food, in the excretion of waste matters, in respiration, and in the composition of the blood in health and disease. A most careful study is made of the relation between the preparation and cooking of foods, and the kinds of foods to the proper nutrition of the body.



AN EXPERIMENT IN CHEMISTRY



CHEMICAL LABORATORY



MAKING BOOK CASES. SECTION OF SENIOR CLASS



SECTION OF DOMESTIC SCIENCE JUNIORS OBSERVING BABCOCK
MILK TEST



OUTDOOR CLASS IN AGRICULTURE



HORTICULTURE



STUDYING WITH MICROSCOPE



BIOLOGICAL LABORATORY



EXPERIMENTS IN GRAFTING



SEED SELECTION



TESTING SEED



SENIOR COLD FRAMES



SENIORS TEACHING ELEMENTARY AGRICULTURE



MAKING THINGS GROW



THE MILK SEPARATOR



THE BABCOCK MILK TEST

DEPARTMENT OF AGRICULTURE AND BIOLOGY

In all the work of this department great stress will be placed upon practical applications of the principles studied. In the study of insects, for example, the injury to plants in Georgia and means of controlling them are fully discussed. The use of the different types of plant culture at home and in school, with observation of or actual handling of tools involved, landscape effects, tree culture, drainage and irrigation, milk, etc., will be taken up as class work.

The aim of this department is to assist the student in every way possible in which knowledge of Agriculture may help her in her life work.

Five courses are given, which are as follows:

1. **FRESHMAN AGRICULTURE AND BOTANY** (elective for Freshmen, five periods a week).

A course in Plant study from the physiological standpoint, using indoor experiment and outdoor observation in preference to text-book work.

A small collection of flowers is made to acquaint students with the use of flower guides and interest them in the flora about them.

A study of the principles of Agriculture with practical work with flowers and vegetables.

L. H. Bailey's *Botany and Agriculture for Beginners* by Burkett, Stevens & Hill are the texts upon which in part the work is based.

2. **SOPHOMORE FLORICULTURE.** A course of two lectures and two laboratory periods a week for one term. The work takes up the preparation of the soil, many forms of plant propagation as cuttings, layerage, seeds, spores, budding and graftage, and a study of such plants as the rose, palms, ferns, bulbs, etc.

3. **JUNIOR BIOLOGY.** This course will consider some of the fundamental properties of the animal and plant world, showing the close interrelation of organic life.

Also, a study of different types of animal life will be considered in order to add as much as possible to the student's preparation for Nature teaching.

Bailey & Coleman's first course in Biology will be used as a guide with many references to government bulletins and other texts.

A complete note-book is also required.

4. **SENIOR AGRICULTURE AND NATURE STUDY** (required of all Seniors two periods per week for a year).

A study of the principles of Agriculture from the standpoint of its applicability to the elementary schools. An opportunity will be given to operate a cold frame or hot-bed with outdoor gardens in order to obtain experience and knowledge for school garden work, etc.

Also, the study of nature, giving a training in sympathetic observation of animals and plants with a discussion of the position and use of Nature study in the grades.

Text-book used is Warren's *Elements of Agriculture*, as well as government bulletins.

5. **POULTRY CULTURE.** One-half year course dealing in a practical way with raising poultry. Every student taking this course will, if possible, have actual charge of an incubator, brooder and a yard of chickens for a short time.

NORMAL DEPARTMENT

GENERAL PLAN

The purpose of this department is to prepare young women for the business of teaching. In the proper preparation of teachers there are three principal elements, namely:

1. Broad and accurate scholarship.
2. Professional knowledge.
3. Skill in the practice of teaching.

The first of these requisites, namely, broad and accurate scholarship, this College undertakes to give in the course of collegiate study, as stated in detail on a subsequent page.

The second requisite, namely, professional knowledge, it undertakes to give in the study of Psychology and Pedagogy, in the Junior and Senior classes, as stated in detail below.

The third requisite, namely, skill in the practice of teaching, it undertakes to give by a thorough course of practical training in teaching the children of the various grades in the Practice School and by instruction in methods of teaching. The plan of this part of the work is more fully given below under "Observation and Practice Teaching."

Educational Psychology

This course is based on Halleck's text book supplemented by reports, lectures, and experiments. The aim is to give a basis in psychology for subsequent study of the history and principles of teaching and for intelligent observation and successful practice in the training department. Physiological psychology is emphasized with special reference to the formation of habits. Numerous simple experiments adapted to the class-room are conducted and the application of results to successful teaching practice is exemplified in as far as class-room conditions permit.

JUNIOR YEAR—Fall Term.

History of Education

The course begins with a series of introductory lectures tracing the broad outlines of Educational aims, ideals and movements in Europe prior to the period of the Renaissance. The course from this point is based on Parker's text on the History of Modern Elementary Education. The aim is to develop an historical background so that there may be an intelligent appreciation of the purposes of modern elementary education, a realization of the nature of the modern democratic tendencies in education and of the social demands upon the school, and finally to awaken such broad educational interests as will prompt a life long study of social needs and educational readjustments to meet them.

JUNIOR YEAR—Spring Term.

Child Study

Attention is given to the foundations of child study in other sciences, and to the more general, permanent, and practical truths thus far re-

vealed by students of children, particularly regarding their nature, growth, development, instincts, heredity, individuality, abnormalities, etc.

Method in Education

The aim of education, the province of method, general principles underlying method, the recitation, special methods in Reading, Spelling, Language, Grammar, Writing, Arithmetic, History, Geography, Nature Study, Drawing, Physiology, Physical Training, and the correlation of all these in the course of study.

Junior and Senior years.

Junior Methods

The aim of this course is to develop and formulate principles underlying the recitation. The work consists mainly of observing and discussing a variety of type lessons taught in the Training School, and the systematizing of these principles as demonstrated in lesson plans. It is a required course for all students who expect to do practice teaching in the Senior year. Not less than four periods a week should be kept free for observation in the Training School. The course is presented the latter term of the Junior year.

Senior Methods

This course continues observation and discussion of type lessons taught in the Training School, and the study and writing of lesson plans. Special methods of teaching and the organization of subject matter of common school subjects are presented.

Teaching in the Training School is required of those taking this course. Two mornings and one afternoon period must be reserved both terms for observation and practice.

This is a year's course and is required for all who seek the diploma in the Normal Department.

The aim of this course is to develop and formulate principles underlying the recitation, and study the methods of presenting subject matter in the public schools. The work consists in observing and discussing a variety of type lessons taught in the Training School, and the systematizing of these principles as demonstrated in lesson plans. Special methods and selection of subject matter of common school subjects are also presented. During the second term students considered competent are given opportunity for practice teaching in the Training School. One college period must be reserved every day throughout the year for observation, and more time will be required the second term for those who are to teach. This is a required course for those applying for a special Normal certificate.

Institutes of Education

This course is presented in lecture form. No text book is used though a considerable amount of library reading is required and reports thereon are called for in class. An introductory outline of the problem of Education with many of its complex social relationships is given; then a study is made of the aim or aims of education in a

democracy. The content of formal education is then developed and principles governing inclusion and elimination of details are proposed. The curriculum is next studied as an orderly arrangement of the content of education for economic acquisition. Finally general method as a scientific means of realizing the aims of education is discussed and exemplified by the use of subject matter from the several elementary school branches.

Senior Year—Fall Term.

School and Class-Room Management

The texts on school management by Dutton and the one on class-room management by Bagley are made the basis of this course. Colateral readings are assigned and reports are called for in class. This course aims (1) to prepare the student teacher for all the social adjustments which will be necessary if she is to be a leader of the school community's co-operative educational activities, (2) to give her a grounding in the principles of school organization, and (3) to establish her in the principles and technique of class management.

Senior Class—Spring Term.

Observation and Practice Teaching

Observation is begun in the Junior year and continued through the Senior year. Throughout the Senior year the Normal students engage in teaching.

Connected with the Normal Department is a large, well-organized training school of eight grades. It is known as the Practice School. The attendance is made up of children, ranging from six years to fourteen years of age. This school is much more than an adjunct to the Normal Department. Aside from methods in high-school and collegiate subjects, it is the center about which the work of the entire Normal Department is organized. It is of incalculable advantage to the Normal students. It serves both as a school of observation and as a practice school for them.

Students taking the Normal course are organized into training classes, and under the careful instruction of the four training teachers, are required to do throughout the year regular practice teaching in the various grades of the Practice School. The training teachers are normally educated, experienced, and highly gifted instructors, and are thoroughly familiar with the best modern methods.

The rooms of the Practice School are well equipped with good school furniture, and with all the most approved aids to teaching.

Nature Study and Agriculture

In the Junior and Senior years a special course in plant study, animal study, home geography, climate, weather, soil, etc., as foundation work in Nature study will be given by the Professor of Science. Courses in Physics, Chemistry, and Geology are given in the regular courses of the Science department. Agriculture will be taught in connection with a school garden.

Review Courses

At various times in the Senior year review courses are given in the following subjects: Arithmetic, United States History, Physiology, Geography and Grammar.

Manual Training

Various features of this work are taken up—the value of the work, the importance of hand and eye training, work in free-hand drawing, moulding, modeling, cutting, mounting, cooking, industrial arts, basketry, etc., all as correlated with orthodox school work.

Special Normal Course

Students are advised whenever possible to take the regular course, but where students can remain only one year in College they may take a special course, provided their scholarship is sufficient to admit them into the Sophomore class, or provided they can submit reasons satisfactory to the Director of the Normal Department.

In the Special Normal they may take an elementary course in Psychology, in methods, and in observation and practice teaching, along with studies in the regular Sophomore class or other classes as arranged by the Faculty. This course is particularly suited to young women who wish to take a year off from teaching for the purpose of learning in a practical training school the best modern methods of teaching. The design is to give a well-rounded one-year's course.

Reading Courses, Pedagogical Conferences, Current Educational Literature and Theses

In addition to the regular courses of study in this department, courses of reading are planned for and required of all students. The College possesses a well-selected and growing pedagogical library. Bi-weekly conferences upon the current educational periodicals form a helpful part of the work, about twenty-five pedagogical magazines being at the disposal of the students. A splendid collection of special bulletins issued by the U. S. Bureau of Education and by the several state school departments together with such published studies as could be secured from the departments of Education of Colleges and Universities have been secured. All students are given directions and assistance in working up a complete bibliography of available references in periodicals, pamphlets and school reports on at least one important topic each term.

At least one written report a year is required of all students upon investigation of some particularly interesting phase of education.

School Law

A series of lectures on the salient provisions of the laws relating to the common school system of the State.

INDUSTRIAL DEPARTMENT

This Department includes:

1. The Business Course (Stenography, Typewriting, and Bookkeeping).
2. The Domestic Science Course (The Study of Foods, Cooking, Home Sanitation, Household Bacteriology, Household Chemistry).
3. The Domestic Arts Course (Sewing, Dressmaking, Millinery).
4. The Normal Arts Course (Free-hand Drawing and Manual Training).

THE BUSINESS COURSE

General Information

The object of this course is to give thorough instruction in business professions that are suitable for women to follow as a means of livelihood. The department will confine itself for the present to the following branches:

1. Stenography and Typewriting.
2. Bookkeeping.

In selecting these from all available professions, the authorities of the College had regard primarily to the degree of certainty with which persons skilled in them find lucrative employment. Carefully prepared statistics show that the two professions mentioned above have a greater business value for women than any other employment whatever.

No pains have been spared to make the Business Department all that it should be. The teachers in this department were chosen with the utmost care from a great number of competent applicants. Each of them is an expert of extensive and successful experience in teaching the special branch for which she has been employed.

STENOGRAPHY AND TYPEWRITING

The chief aim of the Stenography and Typewriting Course is to prepare young women for employment as secretaries, amanuenses and assistants in business offices. We think it needful to add a few words of explanation and caution.

In no other branch of professional work is there such lack of knowledge as to the real scope and demand of a business profession. Young girls immature in mind, feeble in health and deficient in education enter our classes hoping to fit themselves by a few months' study to earn their own living. As a matter of fact, the art of Stenography can be mastered in three months, but much more than the learning of the principles is required of one who claims to be a stenographer. Speed in writing and in reading notes is required, and this can only be accomplished after much practice. The stenographer, moreover, must have a ready and available acquaintance with the business forms and customs, must be able to copy from manuscript, must be able to recognize and correct grammatical errors, must be a rapid and accurate accountant, must know something of history and geography, must have some acquaintance at least with current events, and above all must

have that discipline and self-control which nothing but an intelligent knowledge of business in general can give. For these reasons we suggest that those who know themselves to be deficient in general knowledge should confine themselves to a course less exacting in the degree of scholarship desired.

Method of Instruction

The system of Shorthand taught is the Ben Pitman system, and is divided into three grades: Elementary, Intermediate, and Advanced. Each grade covers three months. Frequent reviews and examinations are given and each pupil is given personal attention.

The first three months cover the principles, with frequent exercises and dictations based on these principles.

The second three months cover contractions, phrasing and dictations based on these principles, and easy correspondence.

The last three months cover Railroad, General Merchandise, Legal, Editorial and General Literary Work, and speed dictations.

In addition to this, each pupil will be given some practice in general office work, and will be taught manifolding and the use of the mimeograph.

Before a pupil can obtain a certificate she must be able to take dictation of not less than one hundred words a minute on new matter and to transcribe the same accurately, either in longhand or on the typewriter. Certificates will not be given to any pupil who does not prove satisfactory in spelling, punctuation, and grammar, and who has not a fair proficiency in the ordinary transaction of business.

Typewriting

Pupils in this branch are taught on strictly scientific principles that have been evolved from years of experience by the greatest experts in the art; consequently they become better operators than persons who learn in a haphazard sort of way. They are also carefully instructed in all the minute details of the business and the mechanism and proper care of the machine. Together with the stenographers they have regular lessons in spelling, punctuation, letter and business forms. The work of our graduates will be found to be invariably characterized by a clear and beautiful accuracy rarely equalled by the followers of the craft.

Special Courses in Stenography and Typewriting

Those who are able to pass satisfactorily examinations in English and Arithmetic, may take a special course in Stenography. This course includes Stenography and Typewriting. English in some of the College classes, Commercial Arithmetic, Business Forms and Correspondence, a short course in Bookkeeping and Penmanship, if necessary.

Pupils to pursue this course satisfactorily should be not less than sixteen years of age, and should be able to pass satisfactorily the examination for entrance into the Sophomore Collegiate class in English, and the Freshman class in Arithmetic. Graduates in this special course will be given a Certificate of Proficiency.

Bookkeeping

The course in Bookkeeping includes both practical and theoretical work. Admirable facilities have been provided for the practical work. The department is equipped with large office desks, which not only furnish abundant surface-room for posting, etc., but are fitted up with sets of drawers that are convenient in size and enable the student to cultivate habits of order.

With the beginner such a system is used as involves the actual handling of cash, notes, bills, checks, and necessitates constant intercourse with the bank. It is thus eminently practical and inspires the student with immediate interest. From this she passes to more difficult theoretical work, and if successful, is allowed to enter upon the final advanced course. This course is especially helpful, on account of the training that it supplies in the drawing up of commercial papers, etc. The student thus becomes conversant with business methods, such as she will encounter outside the school room.

Course of Instruction in Bookkeeping

1. Budget-work; text, reference books from the Business Library; time, two months.
2. Theoretical work in double entry; text, Williams & Rogers; time, two months.
3. Work in single entry; practice in changing from single to double entry; instruction in the use of special book forms; text, Williams & Rogers; time, two months.
4. Advanced practical work; time, two months.

The time indicated in the above courses is likely to vary with the individual ability and advancement of the student. It also refers only to the work of the specialist in bookkeeping. The Collegiate pupil who can give but one period a day to the Industrial work must extend the course through two years.

Pupils who wish to study Bookkeeping should not be less than sixteen years of age, and should be able to pass satisfactorily the examination for entrance into the Freshman class, in both English and Arithmetic.

Pupils who, at a final examination, can stand an exacting test of knowledge of the science and practical details of bookkeeping will be awarded a Certificate of Proficiency.

Course in Business Forms

All special pupils in Bookkeeping are required to take a course in business forms, customs and accounts; text, Seymour Eaton's. In connection with this course, they learn something of Commercial Law.

Special Notice

No pupil will receive a certificate from the Department who does not pass the final examination in English and Arithmetic of the Freshman class. A special class in essentials of Grammar and Business Arithmetic will be introduced in the Business Department.

Special Notice

Pupils wishing to take Stenography must enter before the first of October, or on the first of January. New classes will not be started between October and January or after the latter date.



A GROUP OF TYPEWRITERS



IN THE BOOKKEEPING ROOM





SECTION OF JUNIOR CLASS IN COOKING SCHOOL



MAKING DRESSES



MAKING HATS



A JUNIOR STUDENT ENTERTAINING HER OWN GUESTS



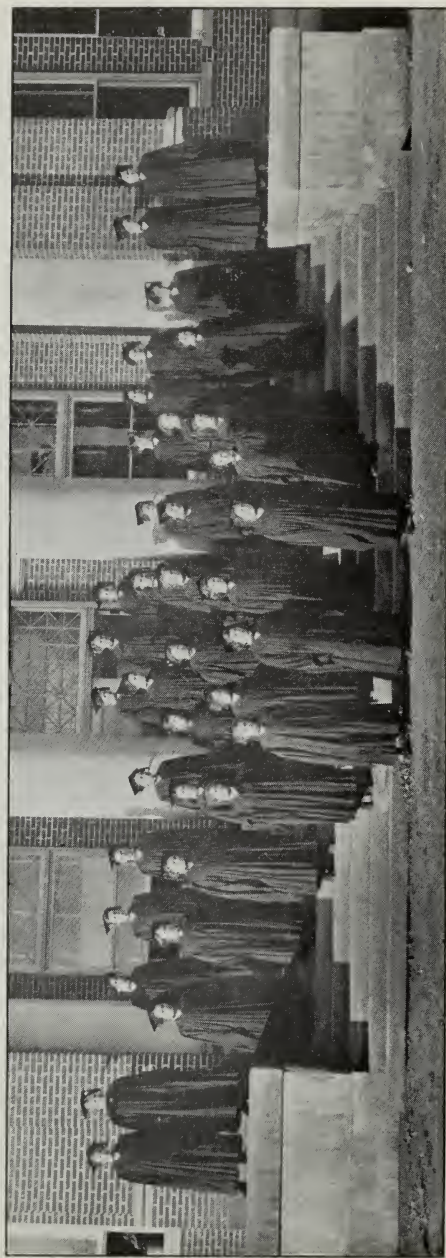
IN THE SEWING ROOM



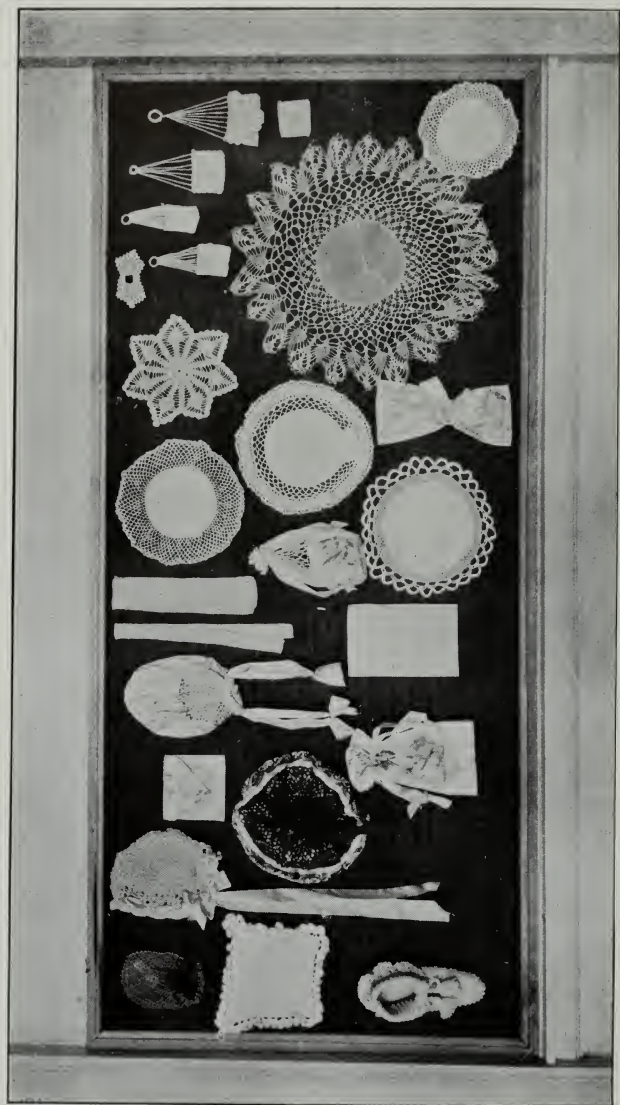
A DAINY MEAL



DEMONSTRATION AND LECTURE BY SENIOR STUDENT BEFORE CLASSMATES WHO ARE SPECIALIZING IN DOMESTIC SCIENCE AND PREPARING TO BE TEACHERS OF DOMESTIC SCIENCE



SAME GROUP OF STUDENTS IN CAP AND GOWN



ARTICLES MADE IN DOMESTIC ART DEPARTMENT

DEPARTMENT OF HOUSEHOLD ECONOMICS

General Statement

Household Economics includes a study of those subjects which have a direct bearing on the life and administration of the home. The work of the Department is arranged under two distinct heads commonly known as Domestic Science and Domestic Art.

A Collegiate-Industrial Diploma is granted to those students who in addition to the academic work required complete the Normal Course as outlined in either Domestic Science or Domestic Art.

I. DOMESTIC SCIENCE

The aim of the work in Domestic Science is two fold: first, to give those young women who expect to enter homes of their own the scientific and practical instruction that will help them to become wise and efficient housekeepers and home makers; second, to give to those young women who wish to specialize in Domestic Science that thorough knowledge of the technical subjects and related science that will enable them to teach cooking or kindred household arts in public or private schools or to be matrons and housekeepers in public or private institutions.

The courses offered are as follows:

- I. Elementary course in Domestic Science. (Elective for students below Junior class.)
- II. Regular course in Domestic Science. (Required of all Juniors.)
- III. Normal course in Domestic Science. (Required of Seniors Who specialize in Domestic Science.)

The Regular Course in Domestic Science

This course is required of all students in the Junior class.

The aim of the Regular Course in Domestic Science is three-fold: first, knowledge of the chemical composition and nutritive value of food, the chemical and physical changes caused by cooking and the relation of these matters to the processes of digestion and nutrition; second, application of this knowledge in actual cookery, in the selection and combination of food materials, with practice in planning and serving of meals and the computation of cost; third, knowledge of practical household management, corresponding to Course IV in Normal Course in Domestic Science.

Two recitation periods per week throughout the year are required for the study of foods, part of the spring term being given to the subject of household management.

Three hours per week are required for laboratory work, i. e., practical cooking, serving of meals, etc. A fee of \$2.50 is charged to defray the cost of food materials.

An Elementary Course in cookery is arranged for younger or irregular students.

The Normal Course in Domestic Science

This course is required of Seniors who specialize in Domestic Science, and also it may be taken by special advanced students in this department.

This Normal course in Domestic Science includes:

- I. The theoretical knowledge of Foods, Dietetics, Physiology and Hygiene, Household Management and Bacteriology, and the Organization of Domestic Science.
 1. Food Study—A complete and sytematized study of all foods (meats, cereals, vegetables, dairy products, etc.), as to their composition, structure, digestibility, nutritive value, cost and place in the diet.
 2. Dietetics—A presentation of the fundamental principles of human nutrition and the application to the dietaries of individuals and families under varying conditions.
 3. Physiology and Hygiene—A study of the structure and functions of the human body—personal hygiene and individual health, in relation both to the teacher and the school child. A study of the simple ailments of the human body, care of the sick in the home, and meeting emergencies.
 4. Household Management—This includes the situation and structure of the house, drainage, plumbing, water supply, disposal of waste, lighting, heating, cleansing the house, systematic methods of housekeeping, and laundering.
 5. Bacteriology—A course which shows the influence of the micro-organisms, such as bacteria, yeast, and molds upon food materials and the human organism, which emphasizes the bacteriological principles involved in the care and preservation of food, household and public sanitation, personal and public hygiene.
- II. The Laboratory work in Advanced Cookery, Invalid Cookery, Dietetics and Demonstrations.
 1. Advanced Cookery—This course gives opportunity for a review of the processes of cookery and manipulation of food materials, experience in the selection and marketing of food, planning menus and serving meals.
 2. Invalid Cookery—The estimation of energy values of foods and preparing diets for specified conditions; also, practice in demonstrating. Emphasis is laid on the teaching of practical cookery in elementary and secondary schools.
- III. Professional Work, Observation and Practice Teaching.

Cooking Uniform

Every student entering the Cooking Classes will be required to have two white aprons, two pairs of white cuffs, also holders and hand towels.

It is better for all those expecting to take cooking lessons to make up this uniform, with the exception of the holders and towels, before coming to Milledgeville.

II. DOMESTIC ART

The aim of this Department is to give every girl in the College such definite, practical knowledge of hand and machine sewing, applied to clothing and house hold furnishings, as will enable her to meet the needs in her own home. Special classes are arranged for those who desire technical training either as teachers, dressmakers, or milliners.

COURSES OF INSTRUCTION.

1. Sewing—Elementary clothing and handwork.
2. General Dressmaking.
3. General Millinery.
4. Special Dressmaking (Technical Course).
5. Special Millinery (Technical Course).
6. Normal Domestic Art.

1. Sewing

The sewing forms a part of the regular course of study in the Freshman class, and is required of all students who receive a diploma from the College. Students entering Sophomore or Junior are required to make up this work. The work is a one-year course, one lesson of an hour and a half per week being given. All materials are furnished by the students.

History of implements used in hand sewing; position of the body; methods of using thread, needle, thimble, and tape measure; fundamental stitches, hems, fells, button holes, and sewing on of buttons; construction of simple garments; proper selection of materials, use and alteration of patterns; care and repair of clothing; simple embroidery; elementary course in textiles; choice and making of household linens.

2. General Dressmaking

This course is open to every girl in College. It covers a period of one or two years as desired and two lessons of an hour and a half each per week are given. If the two years' course is taken with the addition of Course I, a certificate of proficiency will be given. A fee of \$1.00 per year is charged to cover incidental expenses and all materials are furnished by the student.

SUBJECTS OF INSTRUCTION.

FIRST YEAR.

1. One piece cotton dress.
2. Wool dress with protection lining.
3. Simple evening dress.
4. Lingerie dress.

SECOND YEAR.

1. Silk shirt waist.
2. Street dress—silk or wool.
3. Elaborate evening dress.
4. Result problem to be chosen.

The making of children's clothes will be taken up somewhere in this course.

3. General Millinery

FIRST YEAR.

This course is designed for those who wish to become practical milliners and is open to all students in the College. It covers a period of one or two years as desired, two lessons of an hour and a half each per week being given. Those completing the two years' course with the addition of Course I will be given a Certificate of Proficiency. A fee of \$1.00 per year is charged to cover all incidental expenses and all materials are furnished by the student.

SUBJECTS OF INSTRUCTION.

Practice in designing and drafting patterns for hats; construction of frames of buckram and wire, and covering and finishing with practice materials, velvets, nets, straws; making and placing of trimming; and the making of hats from foundation to trimming, using original designs.

SECOND YEAR.

More elaborate work will be given using these same principles, giving the student greater skill and dexterity in handling materials.

4. Special Dressmaking

This course is arranged to meet the needs of those who wish to become trained dressmakers. Applicants are admitted only in September and for the entire year. Two hours for five mornings in the week are given to this work with additional time for supplementary subjects English, costume design, and business methods, which are required of all students taking this course. It provides additional practice in executing orders, which the students may take on their own account during the last half of the year. A fee of \$2.00 is charged to cover all incidental expenses and all materials are furnished by the student.

A Certificate of Proficiency is given to all students satisfactorily completing this course.

SUBJECTS OF INSTRUCTION.

Drafting and cutting of simple gored skirt and shirt waist patterns which are used for all garments made; especial attention is paid to the selection of lines, materials, color, and trimmings; planning, cutting, fitting, making, and finishing of such garments as house dress, lined and unlined cloth and silk dresses, simple and draped evening gowns, evening wraps, and lingerie dress; lectures and demonstrations are given throughout the year on color textiles, application of designs, history of costume and proper care of clothing.

5. Special Millinery

This course is arranged to meet the needs of those who wish to become trained milliners. Applicants are admitted only in September and for the entire year. Two hours for five mornings in the week are given to this work with additional time for the subjects English, costume design and business methods, which are required of all students taking this course. It provides additional practice in executing orders which the students may take on their own account during the last half of the year. A fee of \$2.00 per year is charged to cover incidental expenses and all materials are furnished by the student. A Certificate of Proficiency is given to all students satisfactorily completing this course.

SUBJECTS OF INSTRUCTION.

Practically the same course is given as in the General Millinery with the addition of more problems of more elaborate designs.

6. Normal Course in Domestic Art

This course is intended for the training of teachers of Domestic Art in public, industrial and normal schools. It includes the full course in sewing, dressmaking, and millinery given in the general course and such branches as are necessary to give teachers a thorough training as instructors of Domestic Art.

The course occupies two years; attendance is required five days each week. Students who have finished the General or Special course in Dressmaking may complete the Normal course in one year. During the second year practice teaching in the Model School is required.

The supply of thoroughly trained instructors in this department of school work is quite inadequate to the demand.

ART DEPARTMENT

NORMAL ART AND MANUAL TRAINING

Recognizing the fact that the study of art should be broad and comprehensive, that creative ability in every individual should be encouraged, and that students should have opportunity to secure the greatest return for the time spent in study, courses have been planned that not only develop skill in drawing but also acquaint students with the fundametal principles of art and its practical applications.

The aim of this department is to develop a general culture and love for the beautiful, skill in execution and knowledge of various mediums which will enable Normal students to carry on this branch of work efficiently, in connection with elementary and grade teaching.

Three years of drawing will be required of every graduate of the College.

Certificates

Students desiring to specialize in this department may do so, and a Certificate can be secured upon the completion of a specified amount of work, which would include the entire course of study presented below with additional advanced work.

Course of Study

SUB-FRESHMAN—The work of this year is arranged so that students receive elementary training in free-hand drawing, using several mediums. Perspective and design are carefully studied and a series of lessons in History of Art is given.

FRESHMAN—The work of this year is a continuation of the Sub-Freshman, although more skill is required in technique and finish of the work. Pencil, charcoal, crayola and water colors are used. Application of design is taught.

SOPHOMORE—Sketching from plants and flowers for purposes of design. Study of Historic Ornament. Design applied in stenciling, tooled leather, basketry and clay modeling of pottery forms.

JUNIOR—Training is given in principles and practice of mechanical and architectural drawing. Problems involving projection of surfaces and their development, are given. Working drawings of simple furniture and house plans develop observation, accuracy and skill in the student. This course must be taken by all students specializing in Domestic Science.

SENIOR—Sketching with pencil; applied arts and manual training are taught this year. Applied Arts or Elementary Manual Training consisting of paper and cardboard construction, simple weaving, knotting, basketry and clay modeling. Work in Manual Training including the study of tools, woods, principles of construction and execution. Making of useful articles.

PHYSICAL TRAINING

"The first requisite to happiness and success in life is to be a good animal." This aphorism from Emerson contains a fundamental principle in the science of education.

Soundness in body is the foundation of human happiness, and intellectual activity is largely based upon healthy and vigorous condition of the physical system. This study now forms a regular, imperative part of the curriculum and is obligatory upon every student who attends College.

The physical training course embraces the following features:

1. Gymnastics.
2. Outdoor Exercise.
3. Physiology and Hygiene.

Gymnastics

The Swedish and German system of gymnastics is used. The system is based upon strictly scientific principles, and has been perfected by long years of most careful study and experiment. The exercises are intended to develop beauty of form and to produce health and strength and grace of body, and when persistently practiced they bring about these results in a wonderful degree. The department is provided with a gymnasium, including the most important apparatus required by the Swedish system.

Instead of indoor gymnastics, the teacher frequently gives her classes outdoor exercises of various kinds, including basket-ball, volley-ball, captain ball, lawn tennis, etc. Pupils are also encouraged in all suitable outdoor sports, and details of teachers are required to take them on vigorous walks every afternoon when the weather permits.

Physiology and Hygiene

A carefully arranged course of study in Physiology and Hygiene, sufficient to give the girls an intelligent idea of the laws of their own bodies and the necessity and duty of keeping in good health, is given by the teacher of Physical Training and the teacher of Domestic Science. These instructors also give to the higher classes some exceedingly valuable lessons in what to do for sufferers in case of common accidents and emergencies. Some knowledge is also given of home nursing with such practical training as is possible and expedient in the College infirmaries.

Rules Governing the School of Physical Culture

1. Every student in the College will be required to take the physical culture exercises unless especially excused by the President. A reputable physician's certificate showing that owing to some physical infirmity it would be imprudent for the student to take the lessons is the only excuse that will be accepted. The physician must state specifically what the ailment is, and then it will be entirely in the discretion of the teacher to excuse the student or not: She will always do so when

there is any good reason for it. A mere request from parents that their daughters be excused will not be granted.

2. The teacher is exceedingly careful not to require any student to take exercise at times when it may be imprudent for her to do so and during the progress of the lessons, if any member of the class becomes overfatigued, she is allowed to drop out.

3. Every pupil is required to wear during the exercises the physical training suit, and is prohibited from wearing a corset or any other tight or binding garment.

4. In the game of lawn tennis each player must furnish her own racquet.



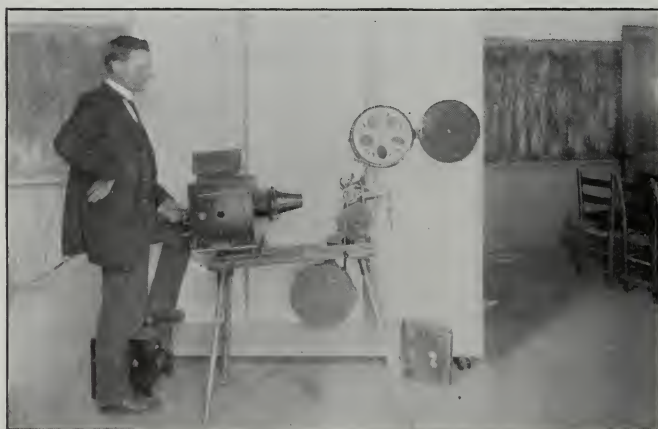
WHOLESOME RECREATION



REFLECTOSCOPE



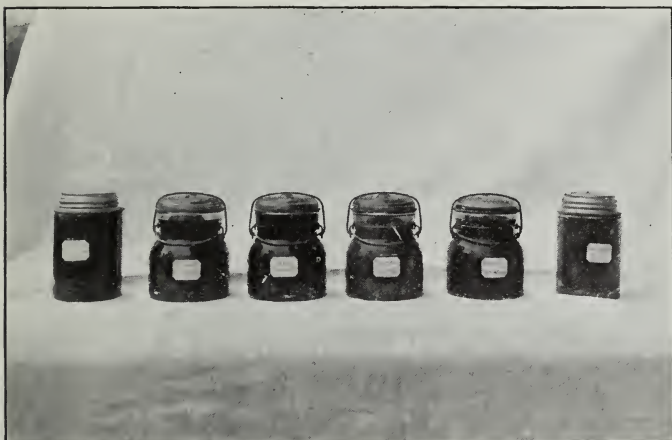
USING LANTERN SLIDES



THE COLLEGE MOVING-PICTURE MACHINE



ATTRACTIVE TO THE EYE



FROM THE COOKING SCHOOL



PRACTICAL ARITHMETIC



SECTION OF SENIOR CLASS IN POULTRY CULTURE



MASTERPIECES OF NATURE



FROM THE POULTRY DEPARTMENT



FEEDING CHICKENS



A FASCINATING OCCUPATION



THE INCUBATOR HOUSE



TESTING EGGS IN INCUBATOR HOUSE



POULTRY HOUSES



A RECITAL



THE GLEE CLUB

MUSIC DEPARTMENT

The aim of the Music Department is threefold:

Firstly: To aid in the developing of all the faculties of the student and not to develop a few faculties abnormally.

We believe in a thorough literary training along with musical training so that we may have scholarly musicians.

Secondly: To secure a music faculty of highest scholarship and widest experience so that the training given may be in every particular of the highest standard.

Thirdly: To make the tuition so low that it may be within reach of every student of the College.

Branches Taught

Pianoforte, Voice, Harmony, Theory, Solfeggio, Musical History, Music in Public Schools and Ensemble playing. The pianoforte and voice lessons of the school are given in classes of two. The theoretical work is taught in larger classes.

The department will be divided into three classes—Elementary, Intermediate, and Advanced.

OUTLINE OF PIANOFORTE COURSE

I. Practical

ELEMENTARY:

New England Conservatory Courses, Grades 1 and 2.

Finger exercises, scales, studies, etc.

Sonatinas and pieces by Kuhlau, Kullak, Clementi, etc.

INTERMEDIATE:

All forms of Technical Exercises, scales, arpeggios, octaves, etc.

Studies by Heller, Czerny, Cramer and Clementi.

Pieces by Mozart, Haydn, Bach, Schumann, Beethoven, etc.

Sight Playing.

ADVANCED:

Scale work continued. Studies by Clementi, Chopin, Henselt and Liszt.

Pieces by Bach, Beethoven, Chopin, Schumann and modern composers, including Concertos by Mozart, Mendelssohn, Weber, and other great composers.

Sight playing, Normal and Accompanying.

Technique of Pianoforte

Different methods of technique for the pianoforte are used, such as Leschetizky, Buonamici, and Liszt.

2. Theoretical

ELEMENTARY:

Solfeggio and Dictation.

Literature Lectures.

INTERMEDIATE :

Solfeggio and Dictation.

Harmony.

Theory.

ADVANCED :

Solfeggio and Dictation.

Harmony.

Musical History.

Requirements for Certificates

A full course indicates one school session with two periods per week of recitations. The courses for certificates of graduation, in addition to a principal study (Piano or Voice) are as follows:

In addition to the pianoforte course:

Harmony, Sight Playing, Theory and Musical History.

In addition to the vocal course:

Harmony, Theory, Sight Singing, Musical History, Piano, Italian or French.

The Post-Graduate Course

The Post-Graduate Course will be devoted chiefly to the standard works of the great masters. Bach, Beethoven, Schumann, etc., with studies of Liszt, Chopin and Moscheles. Each pupil must give a public recital.

Text-Books

Chadwick's Harmony.

Fillmore's Musical History.

Elson's Theory of Music.

Voice Course

FIRST YEAR :

Simple exercises within an octave according to the compass of the voice.

Panofka A B C.

Nava—Solfeggio Elementary.

Breathing exercises (Garcia).

SECOND YEAR :

Extend the compass of exercises according to the ability and voice of the pupil.

Breathing exercises.

Continue Nava, Panofka op. 85, Concone and Bordogni.

THIRD YEARS

Continue vocalizes.

Breathing exercises.

Panofka op. 81, Bordogni, Aprile, Reghine.

Minor scales, Italian and French modes.

Chromatics and arpeggios.

FOURTH, FIFTH AND SIXTH YEARS :

Continue vocalizes, studies and breathing exercises according to the voice of the pupil.

Course in Vocal Music in Public Schools

One of the most practical courses in the music department is the course in public school music. The new educational course is the method used and pupils have the opportunity to see the course in active operation as the pupils in the training school are taught music by this method.

Chorus Singing

A period each day is devoted to chorus singing by the entire student body. Every student is required to supply herself with the song book.

Tuition Fees

Two lessons a week for three months:

1. Piano, advanced class (including theory, harmony, counterpoint, and use of piano or clavier for double time). \$ 18.00
2. Piano, elementary class (including use of piano or clavier) 10.50
3. Vocal lessons 10.50

Business Regulations of Music Department

No pupil will be allowed to begin taking music lessons *until she has paid, in advance, the full charge for three months' instruction.*

No part of the music tuition money will be refunded to a pupil on account of her withdrawal in the midst of a month.

Three months of four weeks each constitute the scholastic term in the school of music.

Full deduction will be allowed for the loss of music lessons for the one week of Christmas holidays.

Students are allowed full deduction for every lesson lost on account of the failure of the teacher to be present to give the lesson at the time it is due, unless the teacher arranges to make up the lesson at some other time.

Pupils taking double lessons must pay double fees. Pupils using piano for practice more than one hour a day must pay extra fees according to overtime.

BOARDING DEPARTMENT

The Dormitories

There are four dormitories, known respectively as "The Mansion," "The Annex," "Atkinson Hall," and "Lamar Hall." In addition, three other buildings are used temporarily as dormitories, viz.: Science Hall, Dozier House, and Newell House. Together they will accommodate over 500 boarding students. The buildings are arranged, furnished, and equipped throughout in the best possible manner for the purpose intended. Everything is done to make them comfortable, pleasant, and healthful homes for the students.

The style of living is in every particular as good as that found in the best conducted and most refined colleges. The scores of visitors, ladies and gentlemen, from all parts of the State, who during the past years have inspected the boarding department from the basement to garret and have taken meals with the students in every-day fare in the dining-room, will fully indorse this statement.

The students in their domestic life in the dormitories are under the direct control of the matrons, the President exercising general supervision.

It is needless to give here in detail the rules and regulations by which the establishment is governed. Suffice it to say that they are such as require of every girl good morals, good order, neatness, promptness, faithful discharge of duty and lady-like conduct.

Infirmaries

In each building a large airy, comfortable room is provided as an infirmary. It is furnished in a manner suitable for a sick person, and the inmates receive the most careful nursing and attention. Such students are in all cases promptly removed from their bedrooms to the infirmary.

The College Hospital

The state has not as yet supplied the college with a college hospital or infirmary. However, for temporary use, a private residence has been rented just across the street from the college campus, and this has been fitted up as the college hospital. A graduate trained nurse, a lady of much experience and common sense has been placed in charge of this building. She is assisted by two negro servants.

Students are given care and attention at this hospital without any extra charge except physician's fees and the cost of any special prescriptions made by any of the local druggists. Parents, visiting sick students at the college, have frequently expressed themselves as very much pleased at the care and attention given the sick.

Furnishings by Pupils

Pupils are required to furnish their own blankets and sheets and other bed-covering, pillow-cases, towels, napkins; and also for the dining table one teaspoon, one fork, and one knife, the spoon and fork to be either of solid silver or heavily plated. Each of these articles

must be plainly marked with the owner's name. Every pupil must also bring a gossamer, pair of overshoes, and umbrella; these articles are of the utmost importance.

Domestic Training

In the dormitories, or College boarding houses, pupils are required to make up their own rooms and to keep them in perfect order and to do all of the lightest dining-room work, such as setting and serving the table, etc. Pains are also taken by the matrons and housekeepers and the teachers of Domestic Science to instruct them carefully in other details of housekeeping, including especially household cleanliness and sanitation.

It is believed that this system of discipline and work is an admirable training for the students and will go far toward fitting them for the responsible duties of housewives and home makers.

Terms of Board

Board in the dormitory, including fuel, lights, etc., costs \$10.00 a month. Besides this, there is an additional fee of \$2.00 to pay for laundry, for expenses of college infirmary, for the services of a trained nurse, and for minor incidentals. The total cost for each month, therefore, will be \$12.00, and payments should be made as follows:

September—1st payment.....	\$24.00
November—2d payment.....	24.00
January—3d payment.....	24.00
March—4th payment.....	24.00
May—5th payment.....	12.00

Students leaving the dormitory for any cause will be charged board until the expiration of the school month in which they leave.

Under no circumstances will deduction from board be made for an absence of less than one month.

No deduction from board will be made for the Christmas holidays.

N. B.—Do not engage board in the dormitory unless you are able and willing to comply with all the above requirements.

BUSINESS REGULATIONS

1. The matriculation fee of ten dollars must be paid, in every instance, on the day that the pupil enters college. No deduction will be made from this fee on account of late entrance nor will any part of it be refunded under any circumstances.

2. Tuition is free to a limited number of girls from each county in the State of Georgia. The counties having the largest population are entitled to the largest representation in the College.

Pupils from other States than Georgia are charged tuition fee of \$40.00 a year, payable \$20.00 at the opening of the session and \$20.00 on the first day of February.

3. Board in the dormitory, including fuel, lights and laundry, infirmary fee, etc., will cost \$108.00 for the session of nine months.

4. Pupils furnish their own books and stationery. These cost from \$5.00 to \$15.00 for the entire year, according to the class to which the student belongs.

5. Parents and friends visiting students can not be accommodated in the dormitory, as there is no room for them. They can secure board in private families near the College, or at hotels.

6. Parents as far as possible should discourage the making of accounts at stores by their daughters.

7. Money deposited with the bookkeeper for safe keeping will be held by him subject to the check or order of the student or her parents.

8. Parents who may wish the bookkeeper to prevent the wasteful spending of money by their daughters must instruct him to that effect, otherwise every student will be allowed to draw money from her "deposit" account and spend it ad libitum.

9. Patrons must not ask the bookkeeper to advance or lend money to students for any purpose whatever.

10. If a student is suspended from the College, she forfeits her place in the Institution. If it is decided to re-admit her, she must secure a new certificate of admission and pay the entrance fee of ten dollars.

11. The entire cost of a year's attendance, including board, laundry, incidental fees, etc., is only about \$125.00. In no other educational institution in America can a girl get such fine advantages at so small a cost.

SUMMARY OF CHARGES

For the Entire Session of Nine Months

Matriculation Fee (payable on entrance).....	\$ 10.00
Board in Dormitory (including Laundry, etc.).....	108.00
Sewing Fee (for materials), Freshman class.....	.50
Cooking School Fee (for materials), Junior class.....	2.50
Diploma Fee (Senior class).....	2.00

Extra Charges for Special Students

Instrumental Music (including use of piano), Advanced class..	\$ 54.00
Instrumental Music (including use of piano), Elementary class	31.50
Vocal Music (including use of piano).....	31.50
Dressmaking Fee (for materials), Special students.....	2.00
Millinery Fee (for materials), Special students.....	1.00
Cooking School Fee (for materials), Special students.....	2.50
Certificate Fee, Special students.....	.50

UNIFORM DRESS

Students are required to wear a uniform dress on all occasions while in attendance on the College. The several suits devised for this purpose, while inexpensive, are exceedingly pretty and becoming. Illustrations on different pages of this catalogue will give some idea of their appearance. They are as follows:

No. 1. Every-Day Suit

The material for this suit is brown serge of a beautiful shade and excellent quality, and makes an elegant and becoming dress and one that will wear well. The suit consists of a skirt of brown serge, to be worn with shirt-waists. Eight white percale waists are necessary. These waists are worn with white standing turndown collars, and at all times a brown leather belt and black grosgrain ribbon tie must be worn. This suit should in every case, if possible, be made up before the pupil leaves home, and should be worn as a traveling dress in coming to Milledgeville.

A circular containing full and explicit directions for making this suit will be sent to every prospective student of the College before the middle of July. The circular will also contain an itemized price-list of the goods required and the addresses of Milledgeville merchants from whom they may be obtained. Students must not undertake to make up this uniform or to buy any part of it until after the circular is received. (See illustrations.) This suit will be worn for every-day throughout the year.

No. 2. Sunday Dress

The Sunday dress, during the warm months, is the percale waist, collar, and tie of every-day worn with a white linene skirt and belt. In the winter months the brown coat suit is worn.

NOTE.—An inspection of uniform will be made shortly after the students reach the College and all uniforms found made other than according to specifications in every particular, will be condemned and the student will be required to purchase a new garment.

Inspections will also be made at certain intervals during the year and any uniform considered by the Matron unfit to be worn will be condemned and the student will be required to purchase a new garment.

Kindly see that all waists are provided with buttons and buttonholes and all skirts with hooks and eyes on belts and plackets.

No. 3. Winter Dress

After the middle of Novemeber and during the winter a coat suit is worn on Sunday and all formal occasions. (See illustration.) This suit must be tailor-made and ordered as directed in the circular on uniforms. Each year by means of competitive bids from merchants and manufacturers a high grade suit can be obtained at a very low price, quality and workmanship being considered.

Measurements will be taken at the College about the middle of September and orders will be taken at this time and not before. Both the coat and skirt are made of a fine quality of serge and finished in good style. By means of the large contract, the suits have been furnished during the past year at the very low cost of \$11.00. Students coming to the College in September should be supplied with this amount of money to pay for suit.

No. 4. Physical Culture Suit

Every-day white shirtwaists, bloomers of brown serge. No corset or other binding or cramping garment allowed. Gymnasium shoes. The entire cost of this suit will be about \$5.00.

No. 5. Senior Cap and Gown

The regular members of the Senior class are expected to be provided with caps and gowns. This costume is worn to church, on public occasions and to receptions.

Other Items of the Uniform

CAP—The Oxford Student's Cap is worn on all occasions when the students appear on the streets, at church or in any public place. The cost of the cap is \$1.50, and one cap lasts throughout the session of nine months.

GLOVES—Dressed kid, dark tan color, costing about one dollar.

COOKING DRESS—White cooking apron and hand towel must be furnished by each girl in Domestic Science. Cooking apron pattern, Butterick, No. 5162.)

SWEATER—A plain red sweater may be worn during the fall and winter. This must be of specified length and quality as described in circular on uniform.

Remarks on Uniform Dress

1. In most colleges where a uniform dress is attempted it turns out to be a little better than a sham or pretense. Such is not the case in this Institution. The rules in regard to the matter are most rigidly enforced. Any attempt at evasion or partial violation of them by pupils will be in every instance promptly and positively put down.

2. All uniform goods are made by the manufacturers expressly for this school, and are sold to pupils for cash by Milledgeville merchants at an exceedingly small profit, and for the most of the articles at a less price than they can be bought anywhere else. Pupils must not attempt to buy them elsewhere than in Milledgeville, as it is impossible to exactly match them elsewhere, and no other goods, however similar, will be permitted.

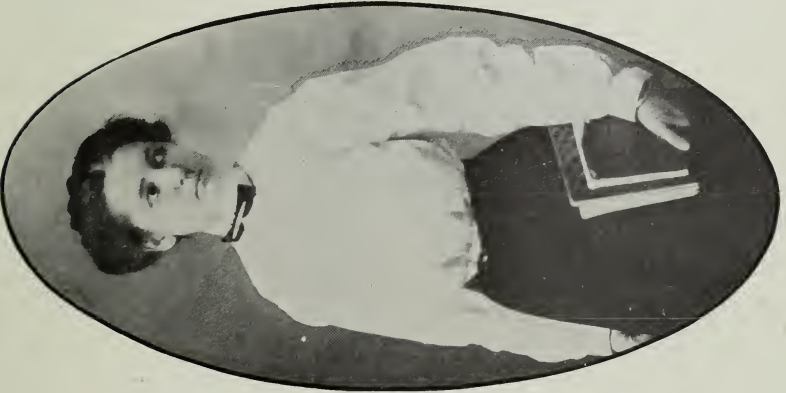
3. Pupils are required to wear full uniform on the cars in traveling between the College and their homes.



IN THE COOKING SCHOOL



AT TENNIS



AT SCHOOL



GROUP OF CHILDREN IN TRAINING SCHOOL—WHERE THE NORMAL SENIORS GET THEIR PRACTICE IN TEACHING



SENIORS OBSERVING A MODEL LESSON GIVEN BY A NORMAL TRAINING TEACHER



LISTENING TO A STORY BY A NORMAL STUDENT



FIFTH GRADE CHILDREN BEING TAUGHT TO SERVE A MEAL



A SENIOR TEACHING IN PRACTICE SCHOOL



A NORMAL STUDENT TEACHING THIRD GRADE CHILDREN



SENIORS TEACHING NATURE STUDY



SENIORS TEACHING SEWING



STUDYING PLANTS UNDER THE DIRECTION OF THE NORMAL STUDENTS



CHILDREN WHO HAVE BEEN TAUGHT ELEMENTARY AGRICULTURE
BY THE MEMBERS OF THE SENIOR CLASS



MADE IN MILLINERY DEPARTMENT

4. Pupils are not allowed to give or sell their cast-off uniforms or any part thereof, to servants or other persons about Milledgeville.

5. Pupils are requested not to bring any other dresses to the College than the uniform suits. A kimono or two (of any material suitable) to wear around the house will, however, be allowed.

6. The principal object in requiring pupils to wear a uniform is economy. The outfit as described for the entire session costs less than many a girl at some colleges pays for her commencement dress alone. Under our regulations extravagance in dress is impossible, and a millionaire's daughter (if we should have one among our pupils), could not be distinguished by her dress from the poorest girl in school. Notwithstanding the wonderful economy of the outfit, every suit is strikingly pretty, becoming and stylish. The hundreds of persons from all parts of the State who have seen it are struck with its beauty, neatness and good taste.

7. The uniform may be subject to slight changes during the session.

Cost of Uniform Clothing

1. Every-day Suit, including skirt, shirt waists, collars, ties, belt, Oxford cap, etc., about	\$ 9.00
2. Sunday White Dress, about	2.00
3. Winter Coat Suit (tailor made) about.....	11.00
4. Sweater, red (for use in winter), about.....	3.00
5. Physical Training Suit, about	4.50
6. Gloves, Cooking Apron, etc., about.....	2.00

This is the first cost of the uniform clothing. The cost for the second year is much less, as many of the articles, such as sweaters, physical training suits, etc., can be used if desired for four years of the College course. As the suits are made of good material, some students have found the coat suits serviceable for two or three years. New brown skirts, however, must be provided each session. More definite information can be found in the special circular on Uniforms, which can be obtained by writing to the College. A new circular is prepared in June of each year.

GOVERNMENT

It is unnecessary to give here all the rules and regulations by which the school is governed. Suffice it to say, in a general way, that the government is the very best that experienced, intelligent, conscientious teachers and students can make it. The splendid discipline heretofore maintained is a guarantee that the laws, written and unwritten, by which the student body is governed, have been wisely ordained and are discreetly but firmly enforced.

As far as possible the government will appeal to the highest and noblest incentives. Self-control and self-government on the part of the student will be expected. Students will be placed on their honor and trusted to do what is right unless they prove themselves unworthy. Parents who can not trust their daughters should not send them to College. Whenever it is considered best for a student or for the Institution that the student should be withdrawn from the school, the parents will be notified and the request must be complied with. Such notices are very rarely given, but this right must be clearly understood.

To prevent possible misunderstanding on some points, it is perhaps best to state explicitly the following requirements:

1. Students from a distance are not allowed to board out of the dormitory except by special permission of the President and then only at such places as he approves.

2. Boarders are not allowed to spend the night out except by written request of parents; and such requests must always be addressed directly to the President, and not to him through the pupil. The President reserves the right of not granting such requests.

3. Students are not allowed to absent themselves from school or from any recitation in order to pay visits home or elsewhere, except in special cases and when approved by the President of the College. The Christmas holidays will give all who may wish to do so ample opportunity for paying such visits.

4. Attendance at church on every Sunday morning is required of every pupil, except in case of sickness or other valid reason. At night, students may have opportunity to attend the Y. W. C. A. services at the College.

Students are expected to attend the church of their parents' choice and are forbidden to change from church to church except for good reason.

Attendance on the College Sunday School and the Y. W. C. A. services is most earnestly advised, but not required.

Boarding pupils are not allowed to attend the town Sunday Schools. An exception to this rule is made in case of the members of the Roman Catholic Church.

All students are required to attend the opening religious exercises in the College Chapel every morning.

5. Visitors are not admitted to the private apartments of students, unless by special permission from the matron.

6. Parents are advised not to send boxes of edibles.

7. The College uniform must be worn as required on all occasions.

8. No one will be excused from the physical culture exercises except on certificate from a reputable physician that she is afflicted with some physical infirmity that makes it imprudent for her to take the exercises. The nature of the ailment should be stated in the certificate.

9. Card playing is absolutely prohibited.

10. Pupils who go home for the Christmas holidays must be back on the opening day of school after Christmas. Any pupil violating this rule will be liable to forfeit her place, both in the Dormitory and in the College.

11. Every pupil must remain at the College through the Commencement exercises, unless called away by some Providential cause, or excused by the President for some good and valid reason. Any pupil wilfully violating this rule will thereby forfeit her place in the school and her right to any diploma, certificate, or recommendation to which she would otherwise have been entitled.

12. Pupils will not be allowed to linger in Milledgeville after they have withdrawn from the school or after Commencement exercises in the summer, unless their parents address to the President a written request to that effect.

13. The College regulations regarding the conduct of students continue after the close of Commencement exercises and until the students reach home.

14. Cheating in examinations will be liable to punishment by expulsion from school.

15. Correspondence with young men, unless by permission of the students' parents, and with the knowledge of the President, is heartily disapproved. In order to discourage improper correspondence, necessary precautions will be taken. Correspondence with young men in Milledgeville is prohibited.

16. Visits from young men are positively prohibited, except with the consent of the parents and the approval of the President. This approval is given only in rare instances. Parents are asked not to make many requests of this nature. Special privileges of this character will be discouraged while young ladies are pursuing their school studies. If parents do not approve of this principle they are asked not to send their daughters here.

17. Local pupils and pupils boarding in private families are subject to the above rules and regulations just the same as those living in the College Dormitories.

The foregoing regulations have three times been approved by the students of the College—once in June, 1908, when they were unanimously approved by the officers of the College classes and again in June, 1909, and 1910, when similar votes were taken. The students voluntarily co-operate with the President to promote the happiness of the students and welfare of the College. These regulations are merely aids to that end.

SCHOLARSHIPS

1. **THE LOWE SCHOLARSHIP**—Established by the late Mrs. Bettie Harris Lowe, of Pulaski, who by her last will and testament left the bulk of her estate to this purpose. The income from the fund is sufficient to pay all the expenses of one or two students constantly in the College. The beneficiaries must be residents of Pulaski County.

LOAN FUNDS

A number of funds are available from which loans can be secured.

1. **THE FACULTY SCHOLARSHIP**—Maintained by the members of the Faculty by a voluntary assessment on their salaries. The beneficiary is elected by the Faculty from year to year, and is always some one whose character and needs are well known to the teachers. Applications should be made to a committee, Miss Cora Beck, chairman.

2. **THE ALUMNAE SCHOLARSHIP**—Maintained by voluntary contributions from members of the G. N. and I. College Alumnae Association. The beneficiary is elected by the Association.

3. **A SCHOLARSHIP** maintained by a friend of the College who does not desire his name published. Application should be made to the bookkeeper of the College.

4. **THE PHILO SHERMAN BENNETT FUND**—This fund amounts to five hundred dollars, but only the interest to be used each year for the aid of some deserving student. This fund was given to the Georgia Normal and Industrial College several years ago by Mrs. W. J. Bryan, of Lincoln, Nebraska, who acted as a trustee for the late Philo Sherman Bennett, and who selected this College as one of the beneficiaries of the Bennett fund.

5. **THE CHAPPELL SCHOLARSHIP**—Established by contributions from the friends of the late Dr. J. Harris Chappell, who was the President of the College from its foundation until 1905, the year before his death. Applications should be made to Dr. J. L. Beeson, chairman.

All of the scholarships which are available have been filled for the next session.

COLLEGE SUNDAY-SCHOOL

For the religious instruction and benefit of the students a College Sunday School has been thoroughly established and will be a permanent institution.

The object of this Sunday School is to give to the pupils of the Georgia Normal and Industrial College a systematic and graded course of instruction in the Bible. The classification of the pupils is non-sectarian and the entire spirit and teaching of the school is undenominational. The instructors are members of the College Faculty, all of whom have had extensive experience as Sunday School teachers. The utmost pains are taken in the selection of text-books, and in making out the course of study, and the school is organized and taught on a plan that can not fail to make it of great benefit to the pupils. The aim is to make it a model Sunday School in every respect—attractive, instructive and edifying.

Attendance on this Sunday School is entirely voluntary, though the President and Faculty earnestly hope that every pupil of the College will become a member. No student of the College except those who live in Milledgeville and those of the Roman Catholic faith will be permitted to attend any of the town Sunday Schools.

The exercises of the school last from 9:30 to 10:30 o'clock every Sunday morning. Dr. E. M. Vittum is the Superintendent of the Sunday School.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

A branch of the above-named organization was established in the College several years ago, and is in a most flourishing condition. A very large number of the students are members of it. They have regular meetings and frequent special services of an ennobling and inspiring character. The organization receives every encouragement from the authorities of the College and is under the constant fostering care and guidance of the women of the Faculty. Its fine religious and moral influence is felt throughout the College. During the past year about 500 students voluntarily joined the Association.

CABINET OF Y. W. C. A.

Advisory Member of Faculty.....	Miss Alice Napier
President.....	Opie Overton
Vice-President.....	Nevelle Condor
Recording Secretary.....	Ruby Johnson
Corresponding Secretary.....	Georgia Ward
Treasurer.....	Margaret Keith
Chairman Social Committee.....	Miriam Kirkland
Chairman Missionary Committee.....	May Holmes
Chairman Membership Committee	Nevelle Condor
Chairman Devotional Committee.....	Ruby Johnson
Chairman Information Committee.....	Georgia Ward
Chairman Finance Committee.....	Margaret Keith
Chairman Poster Committee.....	Edith Proctor
Chairman Athletic Committee.....	Gussie Tabb
Chairman Music Committee.....	Julia Troutman
Chairman Temperance Committee.....	Myrtle Bailey

- Visitation Committee:
- Sadie Reese, Science Hall.
 - Katie Briscoe, Atkinson Hall.
 - Lois Powledge, Lamar Hall.
 - Lollie Tripp, Mansion Dormitory.

- Arrangement Committee:
- Clara Marshall, Atkinson Hall.
 - Jewell Jordan, Lamar Hall.
 - Lurline Nix, Mansion Dormitory.

COLLEGE LYCEUM

During the year 1912-1913, nearly six hundred students joined the Lyceum Course by the payment of one dollar each. Ten lectures and attractions were on the course.

LECTURES

During the year a score or more of public lectures and addresses are given at the college by ministers, educators and other visitors. The President of the College has about 1,000 lantern slides of various places he has visited in Europe and Around the World, and from time to time these pictures are shown to the students.

MOVING PICTURES

Arrangements have been made for the use of a moving picture machine, and once or twice a week the students of the College will have the pleasure and the profit to be derived from this form of entertainment.

The pictures will be largely educational, including pictures of travel, of scenery and of historical, literary and scientific subjects.

GRADUATING CLASS, 1912

Collegiate Graduates

NAME	TOWN	NAME	TOWN
Miss Edith Ellington	Thomson	Miss Lucile Josey	Bartow
Miss Hattie Clare Jewell	Jewell	Miss Oma Ratchford	Bartow

Collegiate-Industrial Graduates

(BUSINESS DEPARTMENT)

Miss Penelope CoatesMilledgeville

Collegiate-Industrial Graduates

(DOMESTIC SCIENCE AND DOMESTIC ARTS)

NAME	TOWN	NAME	TOWN
Miss Ruth Adams	Atlanta	Miss Lizzie Jones	Dawson
Miss Willie Bomar	Lyons	Miss Florence Lane	Lockhart
Miss Emily Boswell	Penfield	Miss Drew Lawrence	Milledgeville
Miss Bessie Burch	Eastman	Miss Nell McLendon.....	Hepzibah
Miss Louise Coile	Winterville	Miss Lena S. Milner.....	Covington
Miss Etta Colclough	Penfield	Miss Lillian Oglesby	Zeigler
Miss Frances Conn	Milledgeville	Miss Esther Oliver	Vienna
Miss Florence DeLoach	Porterdale	Miss Roma Poulk	Cairo
Miss May DeSaussure....	Milledgeville	Miss Julia Irene Sewell	Newnan
Miss Wilhelmina Diestel	Elza	Miss Hoyle Skinner	Norcross
Miss Belle Dunbar	Logansville	Miss Mary Summerour	Duluth
Miss Tinie Edwards	Oxford	Miss Pearle Taylor	Cochran
Miss Claudia Elrod	Hartwell	Miss Vivienne Tyler	Waynesboro
Miss Kate Faulkner	Waleska	Miss Mamie Vinson	Macon
Miss May Ghessling	Greensboro	Miss Ella Mae Wheelchel..	Chickamauga
Miss Pattie Gibson	Donaldsonville	Miss Martha Wilkinson....	Savannah
Miss Lottie Henderson	Lexington	Miss Bettie Williams	Dacula
Miss Addie Hesterly	Villa Rica	Miss Myrtis Young	Augusta
Miss Eliza Johnston	Walden		

Collegiate-Normal Graduates

Miss Jessie Allen	Milledgeville	Miss Kathleen Duggan	Irwinton
Miss Eylau Anderson	Summit	Miss Louise Dunlap	Chipley
Miss Sophia Anderson	Parrott	Miss Ruth Edwards	Fayetteville
Miss Emily Asbury	Cave Spring	Miss Birdie Ellard	Greensboro
Miss Florence Austin	Lawrenceville	Miss Clyde Ferrell	Pidcock
Miss Eva Banks	Spring Vale	Miss Caddie Futrell	Guyton
Miss Buena Vista Barrett..	Milledgeville	Miss Eakes George	Morrow
Miss Exa Bennett	Maxeys	Miss Louise Gheesling	Greensboro
Miss Birdie Birdsong	Hawkinsville	Miss Ruby Gibson	Donaldsonville
Miss Clara Bradley	Bradley	Miss Effie Grenade	Milledgeville
Miss Irene Cannon	Lavonia	Miss Mattie Emma Hartley..	Fort Valley
Miss Julia Martin Cason...	Sandersville	Miss Callie Hautman	Dawson
Miss Sue Chandler	Comer	Miss Louise Hughes	Statesboro
Miss Ruth Chatfield	Culloden	Miss Claribel Ingram	Reynolds
Miss Susie Cleveland	Culloden	Miss Leonora Ivey	Boston
Miss Loy Connell	Temple	Miss Eunice Jolly	Marshallville
Miss Ruby Cox	Madison	Miss Myrtice Johnson	Norcross
Miss Clara Dennard	Pineview	Miss Snowdrop Laboon	Monroe
Miss May Dickey	Sugar Valley	Miss Frances Cordelia Lowe....	Gray
Miss Myrtle Downs	Monticello	Miss Hallie McClure	Norcross

NAME	TOWN	NAME	TOWN
Miss Mattie George McGee.....	Chipley	Miss Mary Searcy	Milledgeville
Miss Fannie McLendon	Hepzibah	Miss Agnes Seay	Reynolds
Miss Floy Mauck	Atlanta	Miss Mae Sherman	Lumpkin
Miss Lucile Meadows	Eastman	Miss Eula Mae Simpson....	Tallapoosa
Miss Ruth Murphey	Wadley	Miss Bessie Skinner	Milledgeville
Miss Mattie O'Shields.....	Monroe	Miss Ruth Smith	McRae
Miss Mamie Padgett	Reidsville	Miss Tillie Smith	Montezuma
Miss Alice Parker	Thomasville	Miss Florence Stapleton	Preston
Miss May Perry	Talking Rock	Miss Ruth Stevens	Jefferson
Miss Mellie Parrish	Adel	Miss Blanch Tait	Brunswick
Miss Louise Phillips.....	Reynolds	Miss Marian Wallace	Forsyth
Miss Winnie Ragin	Hawkinsville	Miss Ella Watson	Gore
Miss Lucia Reid	Manchester	Miss Lillian Watson	Ochlochnee
Miss Louise Reynolds	Thomson	Miss Neva West	Fort Gaines
Miss Ammie S. Robinson ..	Warrenton	Miss Dove M. White	Round Oak
Miss Ella Louise Rozier.....	Sparta	Miss Mary E. White	Greenville
Miss Kate Sandlin	Americus	Miss Claudia Whittle	Fowlston
Miss Marie Schell	Eatonton	Miss Daisy Williams	Dacula
Miss Rosalie Scott	Conyers	Miss Leila Woodard	Adel

STUDENTS AWARDED CERTIFICATES

In Stenography and Typewriting

NAME	COUNTY	NAME	COUNTY
Miss Effie Grenade	Baldwin	Miss Ida Burnett	Hancock

Stenography, Typewriting and Bookkeeping

Miss Vivian Baker	Franklin	Miss Mildred Dennard	Wilcox
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Bookkeeping

Miss Pearl Barksdale	Fulton	Tallulah Spears	Jasper
Miss Annie Bluestein.....	McIntosh	Eunice Jolly	Macon

Special Normal

Miss Myrtle Bobo	Polk	Miss Maria C. McAlpin	Chatham
Miss Annie Louise Britt	DeKalb	Miss Elizabeth Moore	Tennessee
Miss Mattie Mae Brown	Toombs	Mrs. Bettie Woods Reynolds...	Baldwin
Miss Beatrice Coram	Calhoun	Miss Annie Vivian Simmons..	Effingham
Miss Hettie Love Crovatt	Thomas	Miss Florence L. Taylor.....	Thomas
Miss Mary Virginia Daniel	Floyd	Miss Nettie Brooks	Early
Miss Fannie Herndon	Habersham	Miss Dollie Dial	Cherokee
Miss Caroline Libby	Thomas	Miss Ruth Proctor	Emanuel

Domestic Arts

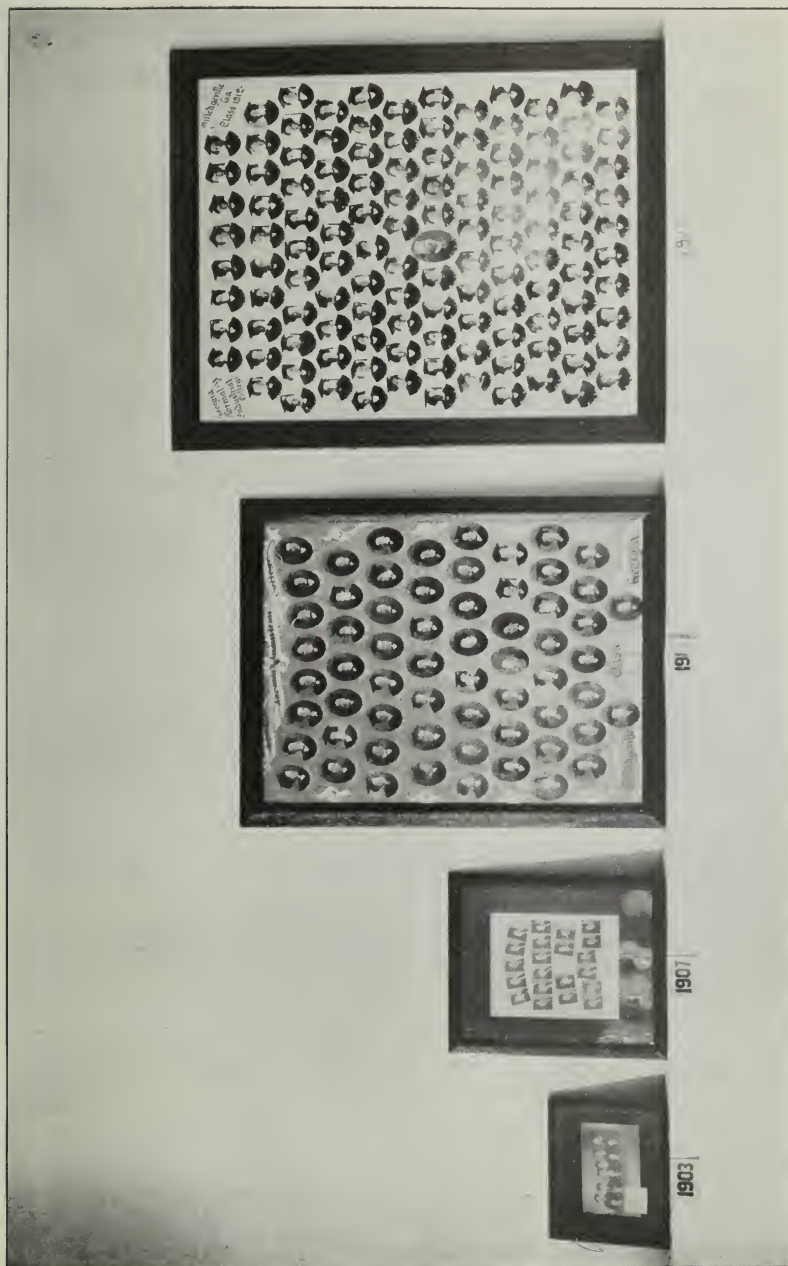
Miss Isabel Allen	Baldwin	Miss Mary Clyde Moss	Lincoln
Miss Martha Allen	Chattooga	Miss Frances Roberts	Baldwin
Miss Jessie Carter Brundage...	Jones	Miss Emma Stubbs	Bibb
Miss Ruth Miller Jones	Columbia	Miss Estelle Bozeman	Pulaski
Miss Martha H. Miller.....	Franklin		

Millinery

Miss Gussie Evans	Sumter	Miss Myrtle Vining	Houston
Miss Tallulah Spears	Jasper		

Domestic Science

Miss Margaret McKay	Thomas	Miss Evie E. Davis	Coweta
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REMARKABLE GROWTH IN NUMBER OF GRADUATES
ONE HUNDRED AND TWENTY FULL GRADUATES IN 1912

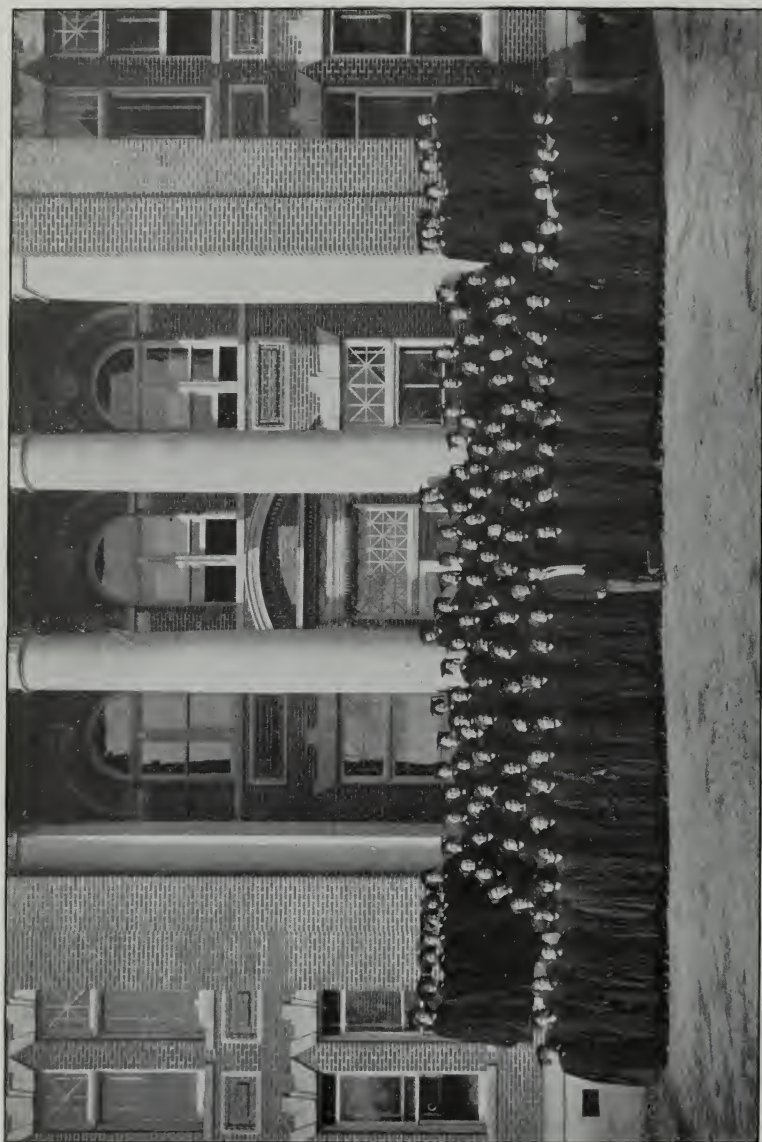


SENIOR CLASS, 1911

(87 Members)



SENIOR-JUNIOR BASKET BALL GAME



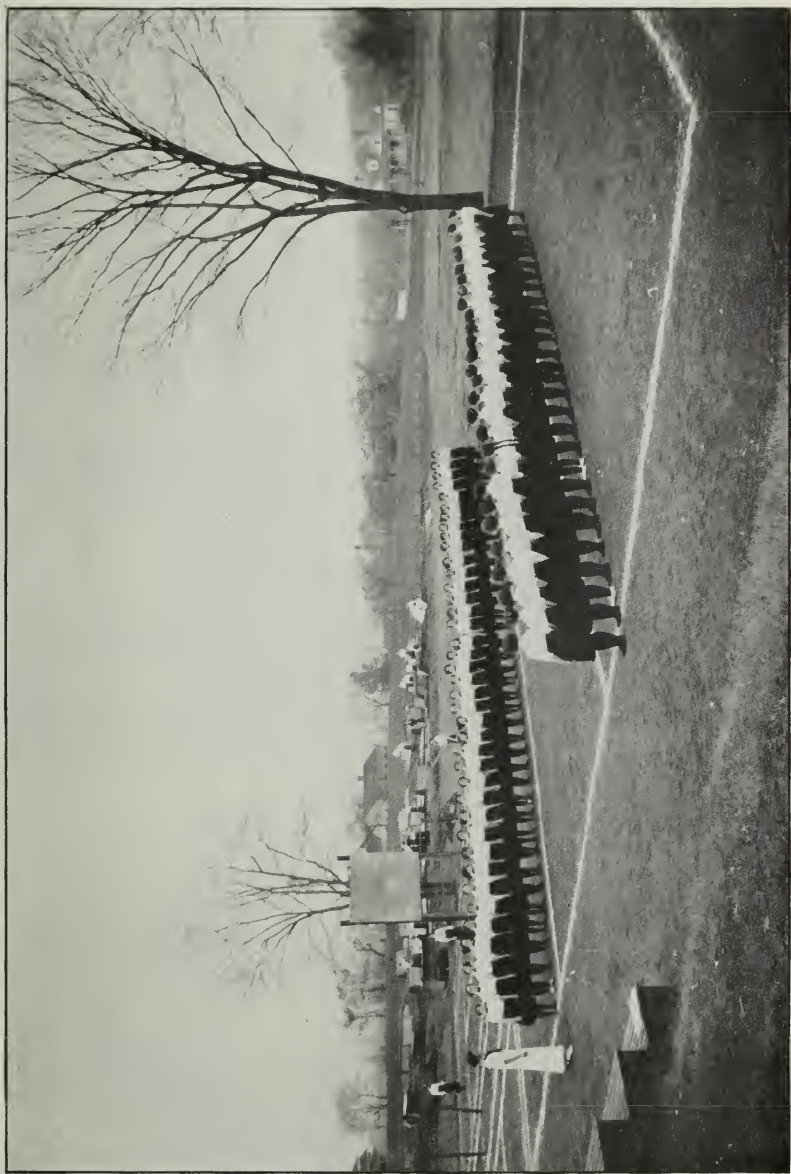
SENIOR CLASS, 1913
(124 Members)



SENIOR CLASS, 1912, IN ATLANTA



ATHLETICS



PHYSICAL EDUCATION



FIELD DAY EXERCISES

ROLL OF STUDENTS

Georgia Normal and Industrial College, 1912-1913

NAME	COUNTY	NAME	COUNTY
Adams, Irene	Thomas	Bennett, Exa	Oglethorpe
Adams, Marie	Thomas	Berry, Camille	Hancock
Adkins, Lois	Houston	Berry, Marjorie	Pike
Alexander, Alberta	Fulton	Bethel, Mary	Upson
Alexander, Charlotte	Berrien	Billings, Ina	Early
Allen, Benita	Baldwin	Bird, Gladys	Bulloch
Allen, Bessie	Chattooga	Black, Fannie	Gordon
Allen, Ellene	Gwinnett	Blalock, Winnier	Fayette
Allen, Floride	Baldwin	Blanks, Eunice	Bibb
Allen, Inez	Decatur	Bledsoe, Emmie F.	Quitman
Allen, Jessie	Baldwin	Bolton, Euri Belle	Webster
Almand, Ruth	Rockdale	Bond, Lillian	Franklin
Amoss, Mary	Baldwin	Bond, Mary	DeKalb
Anderson, Irene	Terrell	Booker, Ellie	Harris
Andrews, Florence	Baldwin	Bowden, Irene	Gwinnett
Andrews, Mary Blount	Jones	Bowen, Ione	Mitchell
Armstrong, Clare	Bibb	Boyer, Katherine	Hancock
Arnold, Esther	Troup	Boykin, Lucile	Screven
Arther, Clio	Jackson	Boykin, Mamie	Screven
Austin, Nadine	Brooks	Bradford, Annette	Mitchell
		Bradford, Mary	Polk
Babb, Esther	Cobb	Brannen, Florence	Baldwin
Babb, Zelma	Cobb	Brannen, Rena	Bulloch
Bacon, Annie	Oglethorpe	Brewer, Elizabeth	Macon
Bacon, Leila	Sumter	Brewer, Fannie Nelle	Lowndes
Bacon, Nell	Sumter	Bridwell, Cornelia	DeKalb
Bagby, Ruth	Pulaski	Briscoe, Katie	Newton
Bailey, Myrtle	Wilkes	Brooks, Lora	DeKalb
Bailey, Nina	Camden	Brooks, Sallie	Jones
Baird, Ione	Houston	Brown, Elizabeth	Washington
Baker, Fannie Ida	Franklin	Brown, Guy	Miller
Banks, C. B. Kate	Baldwin	Brown, Pearl	Franklin
Banks, Lorinne	Baldwin	Bryan, Annie Ola	Washington
Barksdale, Minnie	Murray	Bryant, Louise	Oglethorpe
Barksdale, Pearl	Fulton	Bullard, Evlyn	Jasper
Barnes, Bessie	Meriwether	Bullock, Mabel	Meriwether
Barnes, Genie Claire	Baldwin	Burch, Annie Maud	Dodge
Barr, Marcia	Bulloch	Burney, Frances	Floyd
Barron, Ida R.	Jones	Burt, Agnes	Oglethorpe
Batchelor, Beulah	Putnam	Burt, Claud	Oglethorpe
Bates, Mary Lowe	Cherokee	Burrough, Clara	Jackson
Bayne, Dollie	Baldwin	Bussey, Frances	Turner
Bayne, Kathleen	Baldwin	Bussey, Harriet	Chattahoochee
Beasley, Minnie Reid	Bulloch	Butler, Chessie	Lincoln
Bedell, Janie	Charlton	Butler, Essie	Monroe
Bedell, Lizzie	Charlton	Byrd, Alice Evelyn	Floyd
Belcher, Sallie	Grady		
Bell, Ellene	Jenkins	Caldwell, Claude	Green
Bell, Iva	Jenkins	Camp, Blanche	Palding
Bell, Marion	Grady	Campbell, Nell	Campbell
Bell, Olive	Baldwin	Carithers, Willie	Madison
Beman, Lucy D.	Hancock	Carmichael, Macie	Coweta
Benford, Lucile	Baldwin	Carrington, Alice	Baldwin

NAME	COUNTY
Carswell, Viola	Richmond
Carter, Inez	Bryan
Case, Mrs. M. S.	Baldwin
Cason, Eloise	Washington
Castleberry, Winnie	Lumpkin
Chapman, Minnie	Twiggs
Chappell, Cornelia	Muscogee
Chappell, Loretta	Muscogee
Cheney, Dorothy	Schley
Cheves, Mattie	Macon
Childs, Atholine	Taylor
Childs, Aurelia	Taylor
Childs, Maud	Jones
Clark, Hattie	Richmond
Clayton, Bessie	Echols
Cleveland, Emeline	Crawford
Clouts, Elvin	Cobb
Eoile, Erin	Clarke
Colclough, Jewell	Oglethorpe
Cole, Lillian	Elbert
Cole, Marie	Coweta
Coleman, Christine	Hancock
Coleman, Ina	Hancock
Colson, Margaret	Burke
Condor, Nevelle	Campbell
Cone, Blanche	Brooks
Cone, Clara Lee	Baldwin
Conn, Henrietta	Baldwin
Conner, Floride	Pulaski
Cook, Annie	Jasper
Cook, Emily	Baldwin
Cooper, Alta	Polk
Copeland, Claudia	Thomas
Copeland, Mary	Thomas
Copeland, Nannie	Whitfield
Cowart, Elah	Emanuel
Cowart, Zaddie	Emanuel
Cowden, Lallah	Polk
Croker, Ruth	Paulding
Crovatt, Love	Thomas
Culpepper, Kate	Fayette
Culpepper, Louise	Fayette
Culpepper, Mae	Fayette
Cummings, Ruth	Emanuel

Daniel, Inez	Marion
Daughtry, Sara	Bibb
Davenport, Ruth	Cobb
Davidson, Margaret	Troup
Davis, Almeda	Thomas
Davis, Emma	Thomas
Davis, Hassie	Bulloch
Davis, Izetta	Wilkinson
Davis, Mary	Baldwin
Davis, Melrose	Bulloch
Dekle, Pearl	Bulloch
Denman, Edna	Haralson
DeSaussure, May	Baldwin
Dickey, Lucy Lynn	Fannin
Dillard, Rose	White
Dimon, Lucile	Baldwin

NAME	COUNTY
Dorminy, Inez	Ben Hill
Doster, Lottie	Sumter
Dowdy, Willie Vie	Jackson
Duggan, Nancy	Wilkinson
Duke, Cloa	Newton
Duke, Ruby	Newton
Dunnevent, Glennie	Morgan
Dunwoody, Cornelia	DeKalb
DuPree, Eula	Laurens
Durden, Adeline	Baldwin
Durden, Martha	Toombs
Durham, Lillian	Clay

Eakes, Louise	Morgan
Edwards, Lois R.	Whitfield
Edwards, Mattie	Newton
Edwards, Wilma	Bryan
Ellard, Birdie	Green
Ellington, Inez	Newton
Eubanks, Mamie Lee	Houston
Evans, Essie	Madison
Evans, Ethel	Thomas
Evans, Mattie S.	Clayton
Everett, Florine	Polk

Fields, Mary G.	Henry
Fields, Nelle	Macon
Fields, Ruth	Dougherty
Flemming, Lucile	Marion
Flemister, Rossie L.	Newton
Fletcher, Davie	Butts
Fletcher, Lottie	Bulloch
Florence, Katherine	Cobb
Florence, Louise	Lincoln
Fossett, Etta	Gordon
Fowler, Marguerite	Haralson
Freeman, Louise	Meriwether
Fuqua, Oppie Lee	Montgomery

Gaines, Ina	Hart
Garner, Annie L.	Gwinnett
Gay, Annie Laurie	Randolph
George, Eakes	Clayton
Gholston, Eunice	Madison
Gibson, Sallie M.	Glascok
Glausier, Carrie	Mitchell
Godfrey, Annie M.	Washington
Gordy, Thelma	Chattahoochee
Gower, Willie M.	Walton
Graham, Cornelia	Fulton
Granade, Marie	Baldwin
Graves, Marian	Hancock
Gray, Inez	Catoosa
Green, Mrs. E. M.	Baldwin
Green, Frances	Morgan
Green, Ladye	Baldwin
Green, Louise	Baldwin
Green, Maude	Wilkes
Gudger, Frances	Murray
Guinn, Margaret	Rockdale
Gunther, Frieda	Hall

NAME	COUNTY	NAME	COUNTY
Hall, Frances	Baldwin	Jackson, Fannie L.	Oglethorpe
Hall, Sara	Baldwin	Jamerson, Marion	Washington
Hall, Willie M.	Wilkinson	Jarrell, Lottie	Fulton
Hamilton, Lilly M.	Clinch	Jenkins, Maggie	Dooley
Hardison, Fannie R.	Crawford	Jenkins, Bessie	Dooley
Hardison, Ina	Crawford	Jennings, Helen	Wayne
Hardwick, Mary	Washington	Johns, Kathleen	Tift
Harrington, May	Brooks	Johns, Lallie V.	Oconee
Harris, Bessie B.	Dougherty	Johnson, Hallie	Jeff Davis
Harris, Elizabeth	Morgan	Johnson, Ruby	Jeff Davis
Harris, Pauline	Jackson	Johnston, Blanche	Stewart
Harris, Ruby	Jackson	Joiner, Carmen	Calhoun
Harrison, Carrie	Grady	Joiner, Louise	Ware
Harrison, Lois	Early	Joiner, Mirtie	Washington
Harrison, Nelle	Pike	Jones, Georgia	Thomas
Hart, Beulah	Toombs	Jones, Ruth	Columbia
Hartley, Lucile	Crawford	Jones, Zelma	Coweta
Harvard, Verna	Laurens	Jordan, Jewell	Calhoun
Harvey, Josie	Jasper	Joseph, Ellen	Baldwin
Harvey, Mary Lizzie	Upson	Joseph, Margaret	Baldwin
Harwell, Elizabeth	Putnam	Joseph, Rosalind	Baldwin
Hawkins, Jessie	Putnam		
Heath, Margaret	Taylor	Kaigler, Kathleen	Quitman
Heiser, Sadie	Wilcox	Keith, Margaret	Meriwether
Helms, Addie	Paulding	Kendrick, Gladys	Bibb
Henderson, May	Banks	Kennedy, Lucile	Bulloch
Hill, Sara Frances	Meriwether	Kenney, Anna Belle	Bibb
Hill, Sue	Harris	Kessner, Maud	Fulton
Hilsman, Camille	Bibb	Killingsworth, Edna	Clay
Hinson, Addie M.	Jeff Davis	Kilpatrick, Harriet	Hancock
Hinson, Belle	Telfair	King, Erma Gladys	Jones
Hitchcock, Eula	Paulding	King, Miller	Union
Hitchcock, Madel	Muscogee	King, Olive	Jeff Davis
Holcomb, Hattie	Newton	Kinnett, Isabelle	Bibb
Holder, Margarite	Jackson	Kirkland, Miriam	Coffee
Holliman, Geraldine	Washington	Klump, Carrie	Muscogee
Holloway, Julia	Twiggs	Krauss, Miriam	Glynn
Hollosay, Susie	Pike		
Hollosay, Viola	Brooks	Laird, Ella M.	Paulding
Holmes, Mae	Richmond	Lane, Caro	Baldwin
Hooter, Gladys	Fulton	Langford, Florence	Wilcox
Hope, Eileen	Dougherty	Lanier, Katie	Chatham
Hope, Hazel	Clayton	Lanier, Pearl	Bulloch
Hope, Willie	Dougherty	Lasseter, Ruby	Meriwether
Hornady, Minnie D.	Marion	Latham, Mamie	Milton
Horne, Winona	Tift	Latham, Susie	Milton
Houston, Irene	Bibb	Lawrence, Alta	Paulding
Howard, Mabel	Chattahoochee	Lee, Annie F.	Newton
Howell, Bertha	Sumter	Lee, Marion	Montgomery
Howell, Beryl	Green	Lee, Sara M.	Clayton
Hudson, Winifred	Gilmer	Lenhardt, Grace	Franklin
Huff, Ellen	Bibb	Lewis, Bessie	Troup
Huggins, Bessie	Ware	Linch, Bernice	Bibb
Hull, Sue Lou	Bartow	Linch, Myrtle	Putnam
Humber, Ceres	Putnam	Little, Annie M.	Jackson
Humphrey, Sadie	Baldwin	Little, Merle	Franklin
Hunt, Mary	Meriwether	Livingston, Ada	Newton
Hunt, Sara	Harris	Lokey, Lucile	Clay
Hunter, Roberta	Jenkins	Lokey, Madge	Clay
Hutchinson, Lora	Johnson	Long, Belle	Warren
		Lott, Allie	Coffee
Ivey, Leonora	Thomas	Lowe, Etta	Marion

NAME	COUNTY
Lowe, Frances	Jones
Lowman, Nellie	Macon
Love, Lois	Green
Lucas, Ethel	Taylor
Lucas, Gladys	Taylor
Luetje, Emmie	Muscogee
Lumsden, Laura	Talbot
Lynch, Marie	Putnam

McArthur, Hallie	Telfair
McCallum, Nannie	Twiggs
McClure, Rochelle	Cherokee
McCurdy, Berta	Madison
McCurdy, Janie	Madison
McDaniel, Lucile	Talbot
McDonald, Pearl	Mitchell
McElhannon, Eva	Jackson
McKenzie, Nena	Macon
McKissock, Winnie	Clay
McMichael, Mary Stewart	Marion
McMillan, Elizabeth	Cobb
McWhirter, Baxter	Franklin
McWhirter, Madge	Franklin
McWhorter, Julia	Oconee
Maffett, Viola	Meriwether
Mallory, Nell	Clarke
Malone, Edna	Carroll
Mansfield, Ruth	Mitchell
Marshall, Clara	Stewart
Marshall, Ruby	Meriwether
Martin, Willie M.	Wilkes
Massey, Freddie	Jackson
Mathews, Corinnie	Jefferson
Mathews, Ida F.	Crisp
Mathews, Mattie Seals	Talbot
Mathews, Philoclea	Dougherty
Mayes, Bessie	Decatur
Miller, Clara	Terrell
Miller, Marion	Baldwin
Miller, Mary	Liberty
Miller, Maud	Franklin
Miller, Ruth	Macon
Milton, Maybelle	Carroll
Minter, Nettie	Spalding
Mitchell, Genie S.	Cobb
Mitchell, Grace	Decatur
Moore, Annie	Floyd
Moore, Elizabeth	Tennessee
Moore, Louise	Bibb
Moorhead, Emma G.	Morgan
Moran, Emmie	Baldwin
Morgan, Iva	Dooly
Morgan, Myrt	Dooly
Morton, Lillian	Ware
Moseley, Janie Lee	Madison
Moses, Mary	Coweta
Mullins, Ida Lee	Greene
Musselwhite, Nell	Taylor
Myrick, Allie	Baldwin

Neely, Merrill	Coweta
Nelms, Gladys	Franklin

NAME	COUNTY
Newton, Annie	Jasper
Newton, Pansy	DeKalb
Nicholson, Helen	Oglethorpe
Nix, Lurline	Jackson
Noble, Mary	Appling
Norris, Gladys	Pike

Odum, Gladys	Baker
Odum, Pearl	Burke
Oliver, Esther	Dooly
O'Neal, Janie	Harris
Orem, Sara	Pulaski
O'Shields, Clyde	Walton
Operton, Opie	Greene
Owenby, Norma	Union
Owens, Vesta	Franklin

Padgett, Ina	Tattnall
Padgett, Mamie	Tattnall
Palmer, Mittie C.	Mitchell
Park, Tonmie	Greene
Parker, Alice	Thomas
Parker, Emma Kate	Liberty
Parker, Kate	Campbell
Parker, Lurline	Campbell
Parker, Ollie	Wilkes
Parker, Rena	Newton
Parks, Mattie	Clarke
Parks, Ruth	Baldwin
Partridge, Musa	Meriwether
Patterson, Annie L.	Spalding
Patillo, Will D.	DeKalb
Paul, Maud	Randolph
Payne, Lizzie	Hall
Payne, Lillie	Hall
Peeples, Fannie	Monroe
Pennington, Alice	Monroe
Perkins, Willie	Washington
Perry, Amy	Pickens
Perry, Brownie	Newton
Perry, Clio	McDuffie
Perry, Winnie	Newton
Pike, Nellie	Brooks
Pinkston, Regina	Harris
Pittard, LeWare	Clarke
Plemmons, Roma	Gilmer
Poole, Mary	Franklin
Poole, Nelle	Franklin
Pope, Pauline	Carroll
Porter, Carrie M.	Floyd
Pounds, Edna	DeKalb
Powell, Louise	Jasper
Powledge, Lois	Meriwether
Presson, Tinie	Henry
Presswood, Gussie	Baldwin
Proctor, Dora	Emanuel
Proctor, Edith	Camden
Purdon, Elizabeth	Pierce
Purvis, Velma	Bryan
Pye, Sara	Upson
Pylant, Mrs. Lee	Carroll

NAME	COUNTY
Rainey, Annie	Putnam
Ramsey, Annie L.	Columbia
Ramsey, Ranna M.	Brooks
Ramsey, Rosaline	Brooks
Ratchford, Lizzie Mae	Jefferson
Reese, Sadie C.	Richmond
Register, Gussie	Irwin
Rhodes, Nada	Taliaferro
Rice, Lois	Jackson
Richard, Caroline	Baldwin
Richardson, Clara	Baldwin
Richardson, Esther	Bulloch
Richardson, Marion	Houston
Richardson, Sallie	Baldwin
Richardson, Mildred	Bulloch
Ridenhour, Ruth	Bibb
Roberts, Marie	Jones
Roberts, Pauline	Emanuel
Roberts, Susie	Jones
Robertson, Rosa	Walton
Robertson, Sara	Morgan
Robison, Claire	Walton
Robson, Emma	Washington
Rogers, Callie	Chattahoochee
Rogers, Leland	Walker
Rogers, Willie	Brooks
Rozar, Nannette	Carroll
Rushin, Mamie	Thomas
Russell, Agnes	Pope
Russell, Louise E.	Fulton
Russell, Marguerite	Jackson
Russell, Mary	Jackson
Russell, Susie	Jones
Sams, Mary	Fayette
Scott, Agnes	Baldwin
Scott, Audrey	Charlton
Scott, Katherine	Baldwin
Scott, Mamie	Burke
Searcy, Ruth	Baldwin
Searcy, Sara	Baldwin
Seay, Eloise	Taylor
Sewell, Lillian	Troup
Shaw, Fannie	Berrien
Shelly, Cora Lee	Brooks
Shepherd, Opal	Berrien
Shirley, Lena	Milton
Shurley, Laurie	Baldwin
Sibley, Mary	Baldwin
Sigman, Fannie Leola	Hancock
Simmons, Annie	Effingham
Sims, Irene	Rockdale
Simpson, Mary	Baldwin
Skinner, Hoyle	Gwinnett
Slayton, Bessie	Harris
Smenner, Bessie	Muscogee
Smith, Annie Mae	Jackson
Smith, Annie M.	Talbot
Smith, Austria	Greene
Smith, Emma E.	Jefferson
Smith, Evie Elizabeth	Pulaski
Smith, Jessie	Macon

NAME	COUNTY
Smith, Lottie Hope	Campbell
Smith, Marily	Jefferson
Smith, Mary B.	Hancock
Smith, Mary N.	Meriwether
Smith, Rossie	Early
Smith, Tillie	Macon
Souter, LeVerne	Webster
Spence, Ruth	Mitchell
Stapleton, Ouida	Bulloch
Starr, Blanche	Franklin
Stembridge, Marie	Baldwin
Still, Ethel	Rockdale
Stokes, Marie	Twiggs
Strange, Mary	Schley
Strickland, Juanite	Bulloch
Stubbs, Daisy	Chatham
Summerour, Nell	Gwinnett
Summerour, Ruth	Gwinnett
Sutton, Winnie	Emanuel
Swan, Lola	Gilmer

Tabb, Gussie	Jefferson
Tait, Blanche	Glynn
Tanner, Bertie	Gwinnett
Tanner, Mamie	Gwinnett
Tappan, Gladys	Greene
Taylor, Flovilla	Laurens
Taylor, Janie	Meriwether
Taylor, Kathleen	Madison
Taylor, Ruth Alice	Thomas
Thigpen, Annie M.	Washington
Thigpen, Fannie B.	Washington
Thigpen, Nina	Washington
Thomas, Grace	Chattooga
Thompson, Blossom	Oconee
Thompson, Janie	Effingham
Thompson, Kemper	Pulaski
Thompson, Lyra	Montgomery
Thompson, Vivian	Newton
Thornton, Rebecca	Haralson
Tigner, Katherine	Muscogee
Timmons, Margaret	Troup
Todd, Pearl	Troup
Tolson, Tecia	Mitchell
Trammell, Jennie	Coweta
Trammell, Lillie	Clayton
Trapp, Inez	Taylor
Travis, Marge	Fayette
Tripp, Lollie	Cobb
Trounman, Julia	Baldwin
Tuck, Ruth	Clarke
Tucker, Elzie	Rockdale
Turnell, Virginia	Baldwin
Turnell, Adrian	Morgan
Turner, Emma	Carroll

Videtto, Maggie	Richmond
Vining, Myrtle	Houston

Wagon, Anna	Baldwin
Wakefield, Amy	Greene
Wall, Alma	Baldwin

NAME	COUNTY
Wall, Janie	Elbert
Walker, Elizabeth	Hancock
Walters, Florence	Sumter
Wansley, Ottye	Franklin
Ward, Alberta	Oconee
Ward, Carrie	Stewart
Ward, Georgia	Walker
Ward, Jennie	Wilkes
Ward, Ruth	Troup
Ware, Sue Jelks	Bibb
Warthen, Nan	Jefferson
Watson, Sarah	Chattooga
Weaver, Carruth	Putnam
Weaver, Clare	Putnam
Webster, T. Lou	Washington
Welch, Myrtis	Paulding
Wells, Bonnie	DeKalb
Wells, Jeannette	Troup
Wells, Lucy	Terrell
Whatley, Ruth	Meriwether
Whitaker, Effie	Columbia
White, Dorothy	Cherokee
White, Dove	Jones
Whitehead, Grace	Newton
Whitehurst, Florence	Twiggs
Wiggs, Ida Faith	Toombs
Wiley, Agnes Gold	Hancock
Wilkinson, Iris	Baldwin

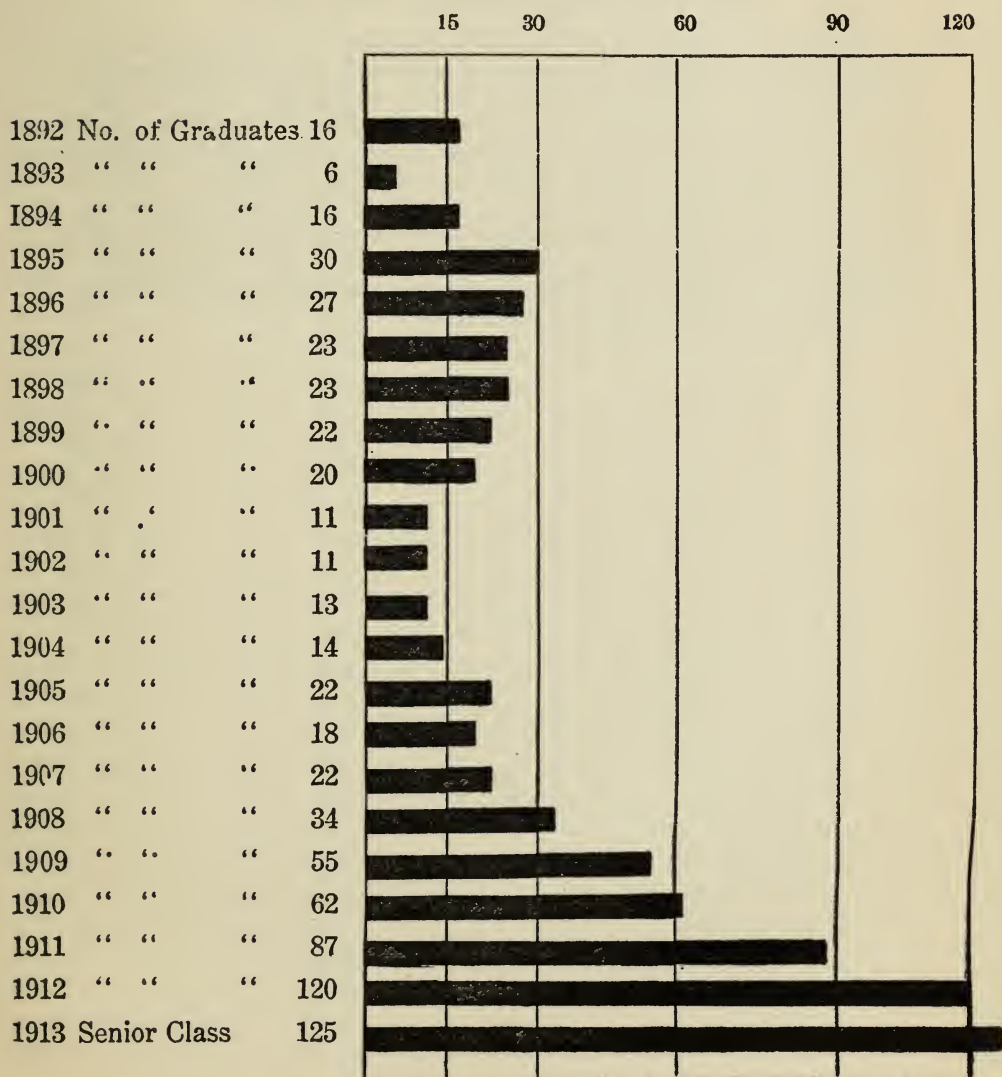
NAME	COUNTY
Williams, Emily	Crisp
Williams, Inez	Carroll
Williams, Kathleen	Fulton
Williams, Lucy	Harris
Williams, Mabel	Henry
Williams, Marion	White
Williams, Ruby	Putnam
Willingham, Alva	Baldwin
Wilson, Elizabeth	Putnam
Wilson, Sallie	Taylor
Windham, Maude	Taylor
Wisdom, Emily	Harris
Wisdom, Kate	Harris
Wise, Nell	Clayton
Womack, Clyde	Early
Wood, Ethel	Bibb
Wood, Ivanora	Whitfield
Wood, Lurline	Washington
Woodard, Clyde	Berrien
Woodward, Lucile	Richmond
Wright, Nelle	Whitfield
Wright, Viola	Berrien
Yates, Annie	Bibb
Young, Myrtice	Richmond
Zellner, Grace	Monroe
Zelmenovjtz, Sadie	Glynn

RECENT PROGRESS

OF

THE GEORGIA NORMAL AND INDUSTRIAL COLLEGE.

NUMBER OF GRADUATES



A Woman's College

"The Georgia Normal and Industrial College is distinctly a woman's College. It does not seek to imitate the educational practices that have prevailed in colleges for men. It does not seek to conform to tradition. In its fixed requirements, the College has deliberately broken away from what it considers many of the false fashions of the past. It believes that women have interests and ambitions and spheres of usefulness peculiarly their own; it believes that there are fields of work for women which call for new courses of study; it believes that the education of girls should be vitally concerned first about matters of health and character and personality; it believes that all the Sciences and Arts should be made to contribute to an improvement of the home, the school, the farm, the child, and society in general.

The Right Kind of Fashion in Education

"The recent rapid growth of the College is gratifying; the increased attendance, the new buildings, the attractive equipment, the harmonious organization, the fine College spirit,—all these are encouraging. But more important than temporary success is the influence a college exerts in the formation of correct ideals. Hence, the Georgia Normal and Industrial College desires not primarily to achieve success, but to strive to promote a type of education suited to the real needs of the young women of Georgia of the present day. The College desires most of all to exert an influence in the formation of the right kind of fashion in education. The success of the College in this respect in Georgia is its proudest achievement."—Extract from annual report of President M. M. Parks.

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